DOCUMENT RESUME

ED 072 143 UD 013 178

AUTHOR	Prescott, Ronald; And Others
TITLE	Systems for Multicultural Education Planning Framework. Volume 1, Volume 2, and Summary.
INSTITUTION	Los Angeles Unified School District, Calif.
PUB DATE	Oct 72
NOTE	539p.
EDRS PRICE	MF-$0.65 HC-$19.74
DESCRIPTORS	Bus Transportation; *Cultural Education; Cultural Enrichment; Cultural Pluralism; *Curriculum Development; Integration Methods; *Intergroup Education; Intergroup Relations; Program Planning; Racial Balance; Racial Integration; *School Integration; Urban Schools
IDENTIFIERS	*California

ABSTRACT

The Ad Hoc Task Force was established by the Superintendent of the Los Angeles City public schools to develop a process by which the District could plan to meet the requirements of the State Education Code (AB 724). AB 724 was passed by the 1971 Session of the California State Legislature and, in essence, places State Board of Education guidelines concerning racial isolation into law. This document is in response to the Los Angeles City Board of Education's directive to the Superintendent. A plan is outlined by which the District can meet the requirements of the State Education Code while providing exemplary educational experiences for students with many varying backgrounds. All activities suggested are structured so as also to meet the requirements of Federal support programs. The activities outlined for immediate and future implementation together constitute a comprehensive five-year plan by which maximum impact can be achieved cost-effectively in a minimum amount of time. Problems underlying each suggested activity have been identified, tentative time schedules have been suggested, and resources--both internal and external to the District--have been recommended for the planning and implementation phases of each activity. In addition, the types of community interaction suggested for each activity have been described. (Author/JM)

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SYSTEMS FOR MULTICULTURAL EDUCATION
PLANNING FRAMEWORK

VOLUME I

UD013178

LOS ANGELES UNIFIED SCHOOL DISTRICT

OCTOBER 1972

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SYSTEMS FOR MULTICULTURAL EDUCATION PLANNING FRAMEWORK

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October 1972

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following persons for their contributions to this report:

- The secretarial staff, Margaret Walder, Shirley Riggins, Inez Stewart and Rebecca Blundell
- The PIE Staff, in particular Janet Iwasaki and Dan Basalone
- The APEX Staff, in particular Gloria Cox, Jess Delgado, and Gertrude Dorsey
- The Summer Enrichment Exchange Program, Gwen Dusuau
- The Permits with Transportation Program, Marvin Borden
- Office of Urban Affairs, in particular Abel Castro
- The Los Angeles Junior Chamber of Commerce, in particular Donald J. Meyer and Bud Mason
- System Development Corporation, in particular Arthur Teplitz and Karl M. Pearson, Jr.
- Lionel H. Joubert, Education Alternatives for High School Students, Los Angeles Unified School District.
- Frederic Gunsky, Consultant, Bureau of Intergroup Relations, California State Department of Education
- Cheryl McDonald, Researcher, State Department of Education
- And to the many parents, students, and community people whose recommendations were invaluable in the development of this document.

Without the assistance of these people, the completion of this report would not have been possible. However, final responsibility for the contents remains with the Ad Hoc Staff Task Force.

A SUMMARY OF THE CHARACTERISTICS
OF
MULTICULTURAL EDUCATION

Multicultural education is an educational experience which reflects and embodies the diverse nature of our society. The results of this educational experience are an internalized respect, appreciation, and therefore acceptance of one's own culture and of cultures different from his own.

1. Multicultural programs better prepare youth to function in a changing society by providing them with the ability to diagnose and treat cultural misunderstanding and prejudice.

2. Multicultural programs maintain individuality and preserve cultural and ethnic identities, while promoting equal opportunity and social cooperation.

3. Multicultural programs focus on cognitive and affective areas of learning, utilizing the total learning experience the youth brings to school, and the experiences offered to the youth under the joint leadership of school and community.

4. Multicultural programs provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds.

5. Multicultural programs reflect the diverse nature of the total student population.

6. Multicultural programs provide for the acceptance of differences and reciprocity of cultural values, while maintaining social relations without dominance of one group over another.

7. Multicultural programs provide opportunities to develop knowledge of and respect for the rights, privileges, and responsibilities of everyone in our society.

8. Multicultural programs provide opportunities for students to know, and to have others know, what persons of their cultural and ethnic groups have contributed to mankind through the years, as well as what they are contributing to today's society.

9. Multicultural programs provide cultural and racial cooperation through processes of education and actual experiences.

10. Multicultural programs provide opportunities for the individual to choose to adapt to the practices of his own life those cultural traditions and expressions of his group he considers most appropriate for himself, and also adopt cultural expressions of other groups that may suit his personality and values (cultural synthesis).

-written and compiled by staff members of the
Multicultural Education Task Force, 1972

SYSTEMS FOR MULTICULTURAL EDUCATION
PLANNING FRAMEWORK

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PART A

INTRODUCTION

SECTION I

OVERVIEW

SECTION I

OVERVIEW

In our rapidly changing society, intergroup relations skills are as essential for living as are the basic skills of reading, writing, and arithmetic. A person must be able to move without restriction or fear among persons different from himself in values, appearance, language, religion, and racial background.

For one to become a full and contributing citizen of our democratic society, he must not only be a beneficiary of written guarantees such as those spelled out in the Constitution and the Bill of Rights, but he must also have realistic opportunities which allow him to make that contribution.

Teaching children to value their own heritage as well as the heritage of others is entirely consistent with the American system of democracy. An educational system cannot claim to orient students towards a democratic form of government unless that educational system addresses itself to the unvarnished realities of the multicultural nature of our society.

The more diverse, complex, and varied the cultures that comprise this society, the more broad, unusual, and unique must be the educational opportunities for the individual. These varied opportunities will enable individuals to better comprehend and fulfill their roles as participants in this diverse society. This need has become increasingly evident as time and space have been condensed. As a result, individuals need more opportunities to participate with, understand, and relate to persons of other backgrounds. It is through increased communication, a greater exchange of ideas, a fuller appreciation of differences, and a broader understanding of our society that a higher educational and intellectual level is attained.

This need has been recognized by the United States Congress, the California State Legislature and the Los Angeles City Board of Education:

The 92nd Congress of the United States stated in Public Law 92-318 (June 23,1972):

> "In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation." (Appendix A)

The 1971 Session of the California State Legislature passed AB 724 which, in essence, place State Board of Education guidelines concerning racial isolation into law (Sections 5002-5003 of the State Education Code). This Bill was signed by the Governor during December, 1971. (Appendix A)

On March 6, 1972, the Los Angeles City Board of Education authorized the Superintendent to establish an Ad Hoc Task Force which would develop a process by which the District could plan to meet the requirements of Sections 5002 and 5003 of the State Education Code (AB 724). This document, Systems for Multicultural Education Planning Framework, is in response to the Board's directive. The document outlines a plan by which the District can implement a set of interrelated activities which will serve to meet the requirements of Sections 5002 and 5003 of the State Education Code while providing exemplary educational experiences for the students with many varying backgrounds. All activities described in the document are structured so as to also meet the requirements of federal support programs including:

- E.S.A.A. (Emergency School Aid Act)
- The proposed E.E.O.A. (Equal Educational Opportunities Act of 1972)

- The Ethnic Heritage Studies Act
- Parts A and D of The Vocational Education Act Amendment of 1968
- Title III of the Elementary and Secondary Education Act
- Title IV of the Civil Rights Act of 1964

The Task Force on June 19, 1972, developed a Preliminary Framework which set forth objectives for meeting the charge given it by the Board. These objectives and the actions taken to fulfill them are referenced in the chart which follows this Introduction. The activities outlined for immediate and future implementation together constitute a comprehensive five-year plan by which maximum impact can be achieved cost-effectively in a minimal amount of time. In Part B, problems underlying each suggested activity are described, tentative time schedules are suggested, and resources--both internal and external to the District--are recommended for the planning and implementation of each activity. In addition, the types of community interaction suggested for each activity are described. The Activity Schedule Bar Charts at the end of Part B graphically illustrate development and implementation schedules for each of these activities. The necessary support system for managing the development and implementation of these activities is described in Part D, Management Plan. Pilot program plans described in Part C could be developed for immediate implementation. They would serve as models and would provide a data base for further research.

The ultimate goal is that each of the activities be integrated into District operations. The measure of the success of the Framework will be when multicultural education is no longer a separate consideration but a part of all District activity.

REPORT ON OBJECTIVES OF SEPTEMBER 30*

ACTIVITY	OBJECTIVES BY SEPTEMBER 30	IMPLEMENTATION
Reference library	File and file retrieval system for District and non-District experiences with desegregation and multicultural education.	File and retrieval system has been established. See proposed Resource Information Center, Section VI.
"Testing ground" for piloting total multicultural experiences	Identification of four elementary and two junior high school sites; and prospectus for comprehensive multicultural education program.	Prospective sites have been identified. See Section V. Prototype Schools for Total Multicultural Education Efforts.
High school institutes	Develop prospectuses for two high school institutes in different fields and locations.	Two institutes are proposed. See Section III.
Expansion of ongoing multicultural education programs	Identify existing District programs best suited for expansion and develop prospectus for expansion of each program.	Proposal concepts for expansion of PIE, APEX, SEEP, and PWT programs are presented in Section IV.
Resource directory	Develop directory with at least 300 listings of persons and companies with multicultural education related skills, interests and resources.	Compilation of Human Resource File is underway. See Section VII.

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* See Preliminary Framework, Appendix D

ACTIVITY	OBJECTIVES BY SEPTEMBER 30	IMPLEMENTATION
Multicultural education curriculum compilation and dissemination	Develop plan and required forms to: 1) survey all District teachers regarding multicultural education units; 2) evaluate transportability and quality of each program; 3) disseminate outstanding programs.	Curriculum Compilation and Dissemination Plan is set forth in Section XI.
Multicultural education impact study (District use only)	Develop study design for assessing present impact of multicultural education in LAUSD.	Proposal for Impact Study is presented in Section XII.
Multicultural education proposal clearinghouse	Develop mechanism for soliciting, evaluating and assisting in the funding of multicultural education related programs and research studies.	Plan for Proposal Clearinghouse is in Section VIII.
Study groups to develop plans for implementing Districtwide multicultural education programs and policies	After researching literature and identifying promising multicultural education programs, three study groups will be organized to analyze the programs and recommend policies that would encourage possible Districtwide implementation.	Four Community Study Groups have been established. See Section IX.
Long-range schedule	Develop 5-year schedule of activities designed to meet the requirements of Sections 5002 and 5003 of the State Education Code. After schedule is adopted, construct a PERT network capable of monitoring the progress being made under schedule and allocating the required resources in a cost-effective manner.	Thirty possible future activities related to multicultural education (in addition to 15 immediate activities) are outlined and presented on the Activity Schedule Bar Charts in Section II.

ACTIVITY	OBJECTIVES BY SEPTEMBER 30	IMPLEMENTATION
Information dissemination module plan	Make provisions on the activity schedule bar chart that will delineate activities and events necessary to establish an Information Dissemination Module.	An Information Dissemination Module is proposed in the outlines and the activity schedule bar chart.
Outside factors plan	In conjunction with System Development Corporation, design a plan for a Delphi Study which will systematically obtain the judgment of informed persons on the impact of a full range of outside factors on academic achievement and ethnic interaction of students in the Los Angeles Unified School District.	Section XIII proposes a Delphi Study of Outside Factors Affecting Academic Achievement and Ethnic Interaction.
Community involvement	Identify District directors (e.g., Title I Advisory Councils, Board of Education Community Affairs Committee, Community Advisory Councils, P.T.A.) who should be considered in organizing a viable parent and community involvement group. Make provisions for participants to confer, and to structure a model for involving parents and community in this operation.	A framework for planning a Community Involvement Group is proposed in Section X.

PART B

PLANNING FRAMEWORK FOR MULTICULTURAL EDUCATION

Part B contains outlines which describe activities that are proposed as part of a total District effort to prevent and eliminate racial and cultural isolation.

Each outline presents the following:

- Need
- Suggested Activity
- Procedural Action Time Schedule
- Suggested Agencies for Planning and Implementation
- Types of Community Involvement

Outlines of activities suggested for immediate implementation are marked with an asterisk beside the title, and reference is made to the section in Part C where the outline is expanded.

SECTION II

OUTLINES OF PROPOSED ACTIVITIES

SECTION II

OUTLINES OF PROPOSED ACTIVITIES

SECTION II

OUTLINES OF PROPOSED ACTIVITIES

I. PROGRAMS

Elementary Subject Centers
Expansion of Area Program for Enrichment Exchange (APEX)
Expansion of Program for Intergroup Education (PIE)
Expansion of Permits with Transportation (PWT)
Expansion of Summer Enrichment Exchange Program (SEEP)
High School Institute for Advanced Technology (SDC)
High School Institute for Economic/Management Studies (LAJCC)
Outdoor Education Program
Prototype Schools

II. INSTRUCTION AND CURRICULUM

Cultural Calendar
Curriculum Compilation and Dissemination
Mobile Units for Multicultural Education
Multicultural Teaching Materials and Curriculum

III. SUPPORT SERVICES

Human Resource File
Non-print Instructional Materials for Multicultural Education
Problem-Solving Teams
Proposal Clearinghouse
Resource Information Center
Transportation

IV. BUSINESS, PROFESSIONAL, AND COMMUNITY GROUPS

Community Involvement
Community Study Groups
Home-School Communication
Outside Factors Collaboration
Parent Intergroup Education
Rumor Control

V. PERSONNEL AND TRAINING

Personnel Policy and Deployment
Staff Development
Teacher Exchange
Teacher Preparation

VI. MANAGEMENT

Assessment of School Needs
Curriculum Coordination
Fiscal Information
Program Evaluation and Correction
Staff Information Retrieval

VII. POLICIES

District Staff Multicultural Education Coordinating Council
Policy Compatibility Study
School Organization

VIII. STATISTICS AND OTHER RESEARCH

Delphi Study of Outside Factors
Demographic Forecast
Impact Survey
Pupil Statistics and Reporting
Racial and Ethnic Survey
School Attendance Boundaries Study
School Facilities

IX. INFORMATION

Information Dissemination Module

ELEMENTARY SUBJECT CENTERS (MINI-APEX PROGRAM)

NEED:

There exists a need for educational activities that will afford elementary school children of varying ethnic and socioeconomic groups the opportunity to meet and participate in educational experiences not normally offered in their regular school curriculum.

SUGGESTED ACTIVITY:

Establish elementary subject centers (a Mini-APEX program) wherein enriched curriculum far beyond the scope and limits of individual schools will be provided.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	11/1/72	2/1/73	x
Funding sought and obtained	3 months	2/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	x
Staff assigned	2 months	6/1/73	8/1/73	
Staff trained	1 month	8/1/73	9/1/73	x
Implementation	ongoing	9/1/73		x
Assessment	1 month annually	6/1/74	7/1/74	x

Suggested Agencies for Planning and Implementation:

Instructional Planning Division, Area Superintendents, Office of Multicultural Education

Types of Community Involvement:

Participate in the assessment of educational needs for the Centers and in the evaluations of their academic effectiveness.

MULTICULTURAL AREA PROGRAM FOR ENRICHMENT EXCHANGE (APEX)*

NEED:

Because of the expansive geographic setting of the Los Angeles Unified School District and prevailing neighborhood housing patterns, many students have had little opportunity to interact with students of different backgrounds who have similar interests and career plans. Programs need to be available to bring together students from different cultural and ethnic backgrounds on the basis of interest.

SUGGESTED ACTIVITY:

The Multicultural Area Program for Enrichment Exchange (APEX Program) will offer secondary students of different socioeconomic and ethnic backgrounds the opportunity to voluntarily participate in educational experiences not normally offered in their regular school curriculum.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	1-1-73	3-1-73	x
Funding sought and obtained	2 months	3-1-73	5-1-73	
Final definition of activity	1 month	5-1-73	6-1-73	x
Staff assigned	2 months	6-1-73	8-1-73	
Staff trained	1 month	8-1-73	9-1-73	
Implementation	ongoing	9-1-73		x
Assessment	1 month annually	5-1-74		x

Suggested Agencies for Planning and Implementation:

Area Superintendents, Office of Multicultural Education, Current APEX Program staff, Office of the Assistant Superintendent-Instruction, Community Study Groups

Types of Community Involvement:

Community Study Groups will review the existing APEX programs for adaptation to multicultural education.

*Suggested for immediate implementation.
See Section IV-B.

PROGRAM FOR INTERGROUP EDUCATION (PIE)*

NEED:

The District needs programs that provide the opportunity for interaction among students, parents, and teachers of different backgrounds. PIE is a program that has this characteristic, but only a small percentage of the District's population has been able to participate.

SUGGESTED ACTIVITY:

Expand the existing PIE Program to serve more of the District's ~~student~~ population.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	1/1/73	3/1/73	x
Funding sought and obtained	2 months	3/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	x
Staff assigned	2 months	6/1/73	8/1/73	
Staff trained	1 month	8/1/73	9/1/73	x
Implementation	ongoing	9/1/73	9/1/77	x
Assessment	annually ongoing	5/1/74		x

Suggested Agencies for Planning and Implementation:

PIE Staff, Office of Multicultural Education, Office of Urban Affairs

Types of Community Involvement:

Participate in assessing needs for expansion of PIE program. Assist in securing parent support for the program.

---

*Suggested for immediate implementation.
See Section IV-A.

PERMITS WITH TRANSPORTATION (PWT)*

NEED:

There is a need for voluntary programs which provide students and parents educational alternatives that will allow them to participate in a multicultural school experience.

SUGGESTED ACTIVITY:

Expand the existing Permits with Transportation Program (PWT).

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	11/1/72	2/1/73	x
Funding sought and obtained	3 months	2/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	x
Staff assigned	2 months	6/1/73	8/1/73	
Staff trained	1 month	8/1/73	9/1/73	
Implementation	ongoing	9/1/73		x
Assessment	1 month	7/1/74	8/1/74	x

Suggested Agencies for Planning and Implementation:

PWT Office, Office of Multicultural Education, Office of Urban Affairs

Types of Community Involvement:

Supportive services at the sending and receiving schools dealing with staff development, curriculum enrichment, community relations, and extra-curricular and social activities.

*Suggested for immediate implementation.
See Section IV-D.

SUMMER ENRICHMENT EXCHANGE PROGRAM (SEEP)*

PROBLEM STATEMENT:

There is a need for voluntary educational programs which offer students, entire families, and neighborhoods of different backgrounds the opportunity for intergroup exchange.

SUGGESTED ACTIVITY:

Expand the existing Summer Enrichment Exchange Program.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	11/1/73	1/1/74	X
Funding sought and obtained	2 months	1/1/74	3/1/74	
Final definition of activity	1 month	3/1/74	4/1/74	X
Staff assigned	2 months	4/1/74	6/1/74	
Staff trained	1 month	6/1/74	7/1/74	X
Implementation	ongoing	7/1/74		X
Assessment	1 month annually	9/1/74	10/1/74	X

Suggested Agencies for Planning and Implementation:

SEEP Office, Office of Multicultural Education, Office of Urban Affairs

Types of Community Involvement:

Community groups will assist in enlisting community support and in locating host homes

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* Suggested for immediate implementation.
See Section IV-C

HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY*

NEED:

There is a difference in the opportunity levels for students with different cultural backgrounds and life styles. A need exists for building students' confidence in their ability to succeed in highly skilled occupations. Lack of confidence and familiarity often block the student from pursuing a career for which he is suited, and which would be most rewarding to him.

SUGGESTED ACTIVITY:

Develop a high school institute that will introduce students to computer technology. The high school institute will draw students from a wide variety of cultural and ethnic backgrounds and through a team approach will permit student ethnic interaction.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	7/1/72	9/1/72	
Funding sought and obtained	2 months	9/1/72	11/1/72	
Final definition of activity	1 month	11/1/72	12/1/72	
Staff assigned	1 month	12/1/72	1/1/73	
Staff trained	1 month	1/1/73	2/1/73	
Implementation	ongoing	2/1/73		
Assessment	1 month annually	6/1/73	7/1/73	x

Suggested Agencies for Planning and Implementation:

System Development Corporation, Office of Multicultural Education, Office of the Assistant Superintendent-Instruction, Division of Career and Continuing Education

Types of Community Involvement:

Participate in assessment of program effectiveness.

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*Suggested for immediate implementation.
See Section IV-A.

HIGH SCHOOL INSTITUTE FOR ECONOMIC/MANAGEMENT STUDIES*

NEED:

Often students are unable to conceptualize the nature of the American economy. Educational and environmental situations should provide approaches through which individual students may truly have equal educational opportunity by participating directly with the managers of sectors of the American economy.

SUGGESTED ACTIVITY:

Develop a high school institute which will provide students an opportunity to gain firsthand information about the business community and alternative educational processes.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	7/1/72	9/1/72	
Funding sought and obtained	2 months	9/1/72	11/1/72	
Final definition of activity	1 month	11/1/72	12/1/72	
Staff assigned	1 month	12/1/72	1/1/73	
Staff trained	1 month	1/1/73	2/1/73	
Implementation	ongoing	2/1/73		
Assessment	1 month annually	6/1/73	7/1/73	x

Suggested Agencies for Planning:

Instructional Planning Division, Special Instructional Programs Branch, Office of Multicultural Education, Research and Evaluation Branch, business community

Suggested Agencies for Implementation:

Office of Multicultural Education, business community

Types of Community Involvement:

Parents should participate in the evaluation of the program and its academic effectiveness.

*Suggested for immediate implementation.
See Section III-B.

EXPANDED OUTDOOR EDUCATION CAMP PROGRAM

NEED:

An extremely effective method of promoting cultural interaction is having children from varied backgrounds live together on a 24-hour basis. One efficient method for such an arrangement is a camping program. District outdoor education plans need to be expanded to include multicultural experiences.

SUGGESTED ACTIVITY:

Develop a plan to provide camping programs which include extended intercultural contacts both with other students and with camp staff members.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	7/1/73	10/1/73	x
Funding sought and obtained	3 months	10/1/73	1/1/74	
Final definition of activity	1 month	1/1/74	2/1/74	x
Staff assigned	2 months	2/1/74	4/1/74	
Staff trained	3 months	4/1/74	7/1/74	
Implementation	ongoing	7/1/74		x
Assessment	ongoing	2/1/75		x

Suggested Agencies for Planning and Implementation:

Student Auxiliary Services Branch, Area Superintendents, Office of Multicultural Education, ESEA Title I,,Office of Urban Affairs

Type of Community Involvement:

Participate in assessment of educational needs to be met by the program. Also, evaluate program effectiveness.

PROTOTYPE SCHOOLS FOR TOTAL MULTICULTURAL EDUCATION EFFORTS*

NEED:

Pilot efforts in multicultural education have never been focused simultaneously on a single group of students, teachers, and parents. Little has been learned to date about the effects that multiple multicultural education programs can have on single community units.

SUGGESTED ACTIVITY:

Through Area Superintendents, identify elementary and junior high schools upon which multiple efforts in multicultural education can be brought to bear.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	4/1/73	7/1/73	x
Funding sought and obtained	3 months	7/1/73	10/1/73	
Final definition of activity	1 month	10/1/73	11/1/73	x
Staff assigned	1 month	11/1/73	12/1/73	
Staff trained	2 months	12/1/73	2/1/74	x
Implementation	ongoing	2/1/74		x
Assessment	1 month bi-annually	7/1/74	8/1/74	x

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Area Superintendents, Office of Urban Affairs, Office of Assistant Superintendent--Instruction.

Types of Community Involvement:

Participate in the assessment of multicultural education needs of the school. Participate in assessing academic effectiveness of the program.

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*Suggested for immediate implementation.
See Section V.

CULTURAL CALENDAR

NEED:

Teachers have a willingness to take note of special days and historical events of the various cultures represented in their classes and in the larger community, but they lack a convenient reminder of the dates. Doing their own research to obtain the necessary information requires more time than many teachers have available.

SUGGESTED ACTIVITY:

Using the assistance of school and community representatives from as many ethnic groups as possible, create a calendar of the holidays, anniversaries of famous people, and significant events. Distribute the calendar to all classrooms in the District.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/1/72	x
Funding sought and obtained	3 months	12/1/72	3/1/73	
Final definition of activity	1 month	3/1/73	4/1/73	x
Staff assigned	1 month	4/1/73	5/1/73	
Staff trained	1 month	5/1/73	6/1/73	
Implementation	ongoing	6/1/73		x
Assessment	1 month	3/1/74	4/1/74	x

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Instructional Materials Center, Office of Assistant Superintendent-Instruction

Types of Community Involvement:

Community groups, consular and diplomatic corps, ethnic and cultural organizations, historical societies could assist in compiling the information needed for the calendar, and assessing the results.

CURRICULUM COMPILATION AND DISSEMINATION*

NEED:

LAUSD is an educational institution that is rich in potentials for educational choices, options, and alternatives. There presently exist materials and activities which would contribute to a plan for expanding multicultural education in the District. The problem remains to gather our resources and make them known and accessible for classroom use.

SUGGESTED ACTIVITY:

Survey District staff in order to identify personnel involved in multicultural education activities. Upon identification of personnel and activities, make provisions for 1)compiling appropriate concepts and materials; 2) preparation and formatting of materials for dissemination; and 3) disseminating materials Districtwide.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	8/1/72	10/1/72	x
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	1 month	1/1/73	2/1/73	x
Staff assigned		n.a.	-	
Staff trained		n.a.	-	
Implementation	ongoing	2/1/73		x
Assessment	1 month annually	2/1/74	3/1/74	x

Suggested Agencies for Planning and Implementation:

Office of the Assistant Superintendent-Instruction, Office of Urban Affairs, Area Personnel, Office of Multicultural Education, Research and Evaluation Branch

Types of Community Involvement:

Participate in the assessment of educational needs and in evaluation of material.

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*Suggested for immediate implementation.
See Section XI.

MOBILE UNITS FOR MULTICULTURAL EDUCATION

NEED:

Schools and communities need assistance and supportive services in developing multicultural education materials and activities. However, accessibility for parents, students, and teachers to centralized resource centers is often difficult due to the extended geographic setting of the District.

SUGGESTED ACTIVITY:

Create Mobile Resource Units which will provide "on the spot" supportive multicultural activities and services such as circulating materials to schools and communities, maintaining a bank of source materials and exhibits, providing inservice workshops for staff and community, etc.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	4/1/73	6/1/73	x
Funding sought and obtained	3 months	6/1/73	9/1/73	
Final definition of activity	1 month	9/1/73	10/1/73	x
Staff assigned	1 month	10/1/73	11/1/73	
Staff trained	1 month	11/1/73	12/1/73	
Implementation	ongoing	12/1/73		
Assessment	ongoing	11/1/74		x

Suggested Agencies for Planning and Implementation:

Office of the Assistant Superintendent - Instruction, Office of Multicultural Education, Instructional Materials Center, Special Instructional Programs Branch

Types of Community Involvement:

Recommend material sources for the units. Participate in the assessment of these units and their effectiveness in meeting multicultural education objectives.

MULTICULTURAL TEACHING MATERIALS AND CURRICULUM

NEED:

For programs to meet the requirements of multicultural education, it will sometimes be necessary for new teaching materials, both print and non-print, to be developed.

SUGGESTED ACTIVITY:

Develop procedure and identify resources capable of creating "custom made" teaching materials for use in multicultural education.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	11/1/72	2/1/73	x
Funding sought and obtained	3 months	2/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	x
Staff assigned	1 month	6/1/73	7/1/73	
Staff trained	2 months	7/1/73	9/1/73	
Implementation	ongoing	9/1/73		x
Assessment	ongoing	11/1/73		x

Suggested Agencies for Planning and Implementation:

Asian-American, Black, and Mexican-American Education Commissions, Office of the Assistant Superintendent-Instruction, Instructional Planning Division, Office of Urban Affairs, Office of Multicultural Education, Instructional Materials Center.

Types of Community Involvement:

Contribute to the assessment of multicultural education curriculum needs.
Participate in the evaluation of teaching materials.

MULTICULTURAL EDUCATION HUMAN RESOURCE FILE*

NEED:

There are many District and non-District persons who would be willing to contribute their skills and time toward enriching the quality of education in Los Angeles through development of multicultural education concepts. However, the background, expertise, and eventual contribution of most of these persons is essentially unknown at the present time.

SUGGESTED ACTIVITY:

Develop a Resource File to include names and skills of people with talents and interests in the area of multicultural education. Information from this file will be available to persons requiring the names of people with specialized skills and interests. For example, groups may need speakers, curriculum specialists, consultant in multicultural education, etc. This file will become an integral part of the Multicultural Education Resource Information Center.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	8/1/72	10/1/72	
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	1 month	1/1/73	2/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	2/1/73		x
Assessment	1 month annually	7/1/73	8/1/73	x

Suggested Agencies for Planning:

Office of Urban Affairs, Public Information Office, Western Regional School Desegregation Projects, Office of Multicultural Education

Suggested Agencies for Implementation:

Appropriate division

Types of Community Involvement:

Many persons throughout the State and Nation will be identified and contacted. As other community members demonstrate interest, they will be asked permission to include their names in the resource file. Also, community persons will be able to recommend names of others.

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*Suggested for immediate implementation. See Section VII.

NON-PRINT INSTRUCTIONAL MATERIALS FOR MULTICULTURAL EDUCATION

NEED:

The unique needs of multicultural education require that teachers have access to contemporary non-print (multimedia) learning materials aimed at increasing multicultural understanding.

SUGGESTED ACTIVITY:

Create a system for evaluating and recommending the acquisition of non-print instructional materials concerned with multicultural education. Also, develop catalogs of multicultural education-oriented materials owned by the School District for distribution at different educational levels.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	11/1/72	2/1/73	x
Funding sought and obtained	3 months	2/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	x
Staff assigned	1 month	6/1/73	7/1/73	
Staff trained	2 months	7/1/73	9/1/73	
Implementation	ongoing	9/1/73		x
Assessment	ongoing	3/1/74		x

Suggested Agencies for Planning and Implementation:

Office of Assistant Superintendent-Instruction, Instructional Materials Center, Office of Multicultural Education, Planning Staff from Project AIMS, National Information Center for Educational Media at USC.

Types of Community Involvement:

Participate in the assessment of educational needs and in evaluation of materials.

PROBLEM-SOLVING TEAMS

NEED:

Many school communities have existing racial and cultural conflicts which directly affect student relationships and academic achievement. As particularly difficult problems arise, schools need to have access to "tailor-made" teams of persons with the required skills to resolve these situations.

SUGGESTED ACTIVITY:

Develop a plan for creating and using ad hoc problem solving teams which will be formed as particular problems arise. The staff of each team will be composed of appropriate specialists as identified by the Office of Multicultural Education Human Resource File. (The Human Resource File will contain names of District staff).

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/1/72	X
Funding sought and obtained	3 months	12/1/72	3/1/73	
Final definition of activity	1 month	3/1/73	4/1/73	X
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	4/1/73		X
Assessment	ongoing	5/1/73		X

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Office of Urban Affairs

Types of Community Involvement:

The Human Resource File which will be utilized in developing the ad hoc problem-solving teams contains names of community people with special skills or interests that relate to multicultural education.

PROPOSAL CLEARINGHOUSE*

NEED:

Many persons and groups have developed comprehensive plans for new and innovative multicultural education programs which could operate within LAUSD if a source of funding support were obtained.

SUGGESTED ACTIVITY:

The Office of Multicultural Education will solicit multicultural program concept papers through Area Superintendents' offices. District offices will also be canvassed for existing non-funded multicultural proposals. A proposal coordinating unit will prepare selected program ideas in proposal format for presentation to funding sources, and will maintain active contact with potential sources of government and private funds for multicultural education.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	9/1/72	10/1/72	X
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	1 month	1/1/73	2/1/73	X
Staff assigned	1 month	2/1/73	3/1/73	
Staff trained	1 month	3/1/73	4/1/73	
Implementation	ongoing	4/1/73		
Assessment	1 month annually	2/1/74	3/1/74	X

Suggested Agencies for Planning and Implementation:

> Office of Multicultural Education, Specially Funded Programs Branch, Special Instructional Programs Branch, Area Superintendents, community groups

Types of Community Involvement:

> School, Area, or District Advisory Councils should participate in creation and approval of proposal concepts.

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*Suggested for immediate implementation. See Section VIII.

MULTICULTURAL EDUCATION RESOURCE INFORMATION CENTER*

NEED:

Teachers and other school personnel, as well as members of the community, frequently express a desire to make education both of higher quality and more relevant for the total society, but indicate that they don't know how to begin. Curriculum resources they need are widely scattered or not easily available. They want to know the experiences of other districts, and the current research findings. They would like to know the names of people who could be of help.

SUGGESTED ACTIVITY:

The Multicultural Education Resource Information Center will collect and disseminate curriculum and research materials relating to multicultural education. Services provided will include:

a) Bibliographic searches on individual request
b) Special bibliographies prepared in subject areas of wide interest
c) Review of research in areas of concern
d) Collection of multicultural curriculum resources
e) Reference file of persons interested in multicultural education

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	8/1/72	10/1/72	
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	2 months	1/1/73	3/1/73	X
Staff assigned	1 week	3/1/73	3/8/73	
Staff trained	1 week	3/8/73	3/15/73	
Implementation	ongoing	3/15/73		X
Assessment	yearly 2 weeks	8/1/73	8/15/73	X

Suggested Agencies for Planning and Implementation:

System Development Corporation, Bureau of Intergroup Relations (State Department of Education), San Mateo County Education Resource Center, Office of Urban Affairs, Office of the Assistant Superintendent - Instruction, LAUSD Professional Library and local university libraries, Office of Multicultural Education, Asian-American Education Commission, Black Education Commission, Mexican-American Education Commission, Office of Multicultural Education, Office of Communications

Types of Community Involvement:

The Resource Information Center's usefulness will be measured by the degree of response to the needs of the users. To be responsive the Center will need user involvement in selection of materials, in decisions about services to be offered, and in publicizing the services of the Center.

* Suggested for immediate implementation.
See Section VI.

TRANSPORTATION STUDY

NEED:

Many proposed multicultural education programs will require student transportation.

SUGGESTED ACTIVITY:

Develop transportation plans to meet expanded program needs in a cost-effective manner.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	1/1/73	4/1/73	x
Funding sought and obtained	3 months	4/1/73	7/1/73	
Final definition of activity	1 month	7/1/73	8/1/73	x
Staff assigned	1 month	8/1/73	9/1/73	
Staff trained	1 month	9/1/73	10/1/73	
Implementation	ongoing	10/1/73		x
Assessment	annually	4/1/75	6/1/75	x

Suggested Agencies for Planning and Implementation:

Transportation Branch, outside transportation agencies, Office of Multicultural Education

Types of Community Involvement:

Parent groups, Advisory Councils, and other community organizations will participate in planning, implementation, and assessment of a transportation plan.

COMMUNITY INVOLVEMENT PLAN*

NEED:

There is a need for common guidelines for the multiple advisory councils and parent groups that work in support of and participation with the District, in order to avoid duplication of effort and a lack of concerted action.

SUGGESTED ACTIVITY:

It is suggested that a mechanism be developed to coordinate the efforts of all these groups, by meeting and incorporating their needs in a set of common guidelines.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	12/1/72	2/1/73	
Funding sought and obtained		n.a.		
Final definition of activity	3 months	2/1/73	5/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	7/1/73		
Assessment	1 month annually	10/1/73	11/1/73	

Suggested Agencies for Planning and Implementation:

ESEA Title I Programs, Board of Education Community Affairs Committee, Community Advisory Councils, Office of Multicultural Education, Office of Urban Affairs.

Types of Community Involvement:

*Suggested for immediate implementation.
See Section X.

COMMUNITY STUDY GROUPS*

NEED:

It is not possible to implement educational change any faster than the people are cognizant of the need and desirability of such change. One educational change in which community participation is necessary is the movement toward a multicultural curriculum. To involve the community in multicultural education and receive their input, community study groups need to be organized.

SUGGESTED ACTIVITY:

Develop Community Study Groups to study and evaluate existing District programs that lend themselves to Multicultural Education. Multicultural program characteristics, as identified by the Office of Multicultural Education, will be used as a criteria for evaluation. The programs will be considered for possible expansion Districtwide. The Study Groups will represent the four Field Service Areas of the Los Angeles Unified School District. They will be composed of administrators, teachers, students, and community members representing the total District population. These study groups will be organized on an ad hoc basis to evaluate specific programs.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	7/1/72	10/1/72	X
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	1 month	1/1/73	2/1/73	
Staff assigned		n.a.		
Staff trained		n.a		
Implementation	5 months	8/1/72	2/1/73	X
Assessment	1 month	2/1/73	3/1/73	

Suggested Agencies for Planning and Implementation:

Area Superintendents, Office of Multicultural Education, Area Program for Enrichment Exchange (APEX)- E/NE, SEEP, PWT, Program for Intergroup Education (PIE), Office of Urban Affairs, Asian-American Education Commission, Black Education Commission, Mexican-American Education Commission

Types of Community Involvement:

Members of the Study Groups will read and discuss literature provided for that purpose. Meet and confer with representatives of PIE, APEX, SEEP, PWT, programs. Visit schools involved in the programs. Confer with teachers, students and parents of students involved in the programs. Participate actively in the programs. Offer suggestions and recommendations regarding deletions, additions or modifications to the programs, with their reasons for suggesting the change.

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* Please see Section IX for first set of Study Groups.

HOME-SCHOOL COMMUNICATION PLAN

NEED:

Sometimes cultural differences between school personnel and the homes served by the school hamper communication. More effective ways of communicating need to be established.

SUGGESTED ACTIVITY:

Explore methods of communication that bridge cultural gaps. For example, school rules may need to be changed in order to accommodate community cultural mores; parent-teacher classes in school-related communication skills should be available; funds should be provided for pre-service visits by teachers to homes; programs should be developed to allow more parent-teacher interaction.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/1/72	X
Funding sought and obtained	3 months	12/1/72	3/1/73	
Final definition of activity	1 month	3/1/73	4/1/73	X
Staff assigned		n.a.		
Staff trained		n.a.		X
Implementation	ongoing	4/1/73		
Assessment	1 month annually	7/1/73	8/1/73	X

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Career and Continuing Education Division, Office of Urban Affairs, Area Superintendents, Advisory Councils, PTA, Parent Groups, Study Groups

Types of Community Involvement:

Assist in facilitating communication between the school and parents. Orient and advise school staff regarding mores in the community.

OUTSIDE FACTORS COLLABORATION PLAN

NEED:

If LAUSD is to carry out meaningful activities related to multicultural education, it is vital that all influences on students' academic achievement and ethnic interaction be considered. There are many agencies and organizations dealing individually with the factors that affect students' lives. These factors need to be identified and their impact inventoried. Upon identification of these outside influences, there is need to develop plans for decreasing the negative factors and for increasing the positive factors. This can be done only with a joint powers collaboration which includes School District personnel and representatives of outside agencies and organizations which have impact on equal educational opportunities.

SUGGESTED ACTIVITY:

After identifying outside factors and their effect through the Delphi Study, call together those persons outside the District who are the most closely related to the factors. Form a joint powers collaboration to design mutually-agreed-upon activities for increasing positive factors and decreasing negative factors.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	1/1/74	3/1/74	
Funding sought and obtained	3 months	3/1/74	6/1/74	
Final definition of activity	1 month	6/1/74	7/1/74	
Staff assigned	1 month	7/1/74	8/1/74	
Staff trained	2 months	8/1/74	10/1/74	
Implementation	ongoing	10/1/74		X
Assessment	annually	10/1/75		X

Suggested Agencies for Planning and Implementation:

Office of the Superintendent of Schools, Office of Multicultural Education

Types of Community Involvement:

Community representatives will be involved in the Delphi Study, and will participate in the joint powers collaboration.

PARENT INTERGROUP EDUCATION CLASSES

NEED:

The integrated school also needs the integrated cooperation of the parents whose children are enrolled in that school. The interest of the parent must follow the child into the school, regardless of the color or nationality of parent or child. The American public school is an extension of the home, and misconceptions parents have of cultures other than their own are often reflected in the reasoning of the learner.

SUGGESTED ACTIVITY:

Parent intergroup education classes should be held in all schools from the elementary to the secondary level to acquaint parents with the diversity of cultures in their own neighborhoods and in the city, and to allow for positive interaction.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/1/72	X
Funding sought and obtained	2 months	12/1/72	2/1/73	
Final definition of activity	1 month	2/1/73	3/1/73	
Staff assigned	1 month	3/1/73	4/1/73	
Staff trained	2 months	4/1/73	6/1/73	
Implementation	ongoing	6/1/73		X
Assessment	annually	6/1/74		X

Suggested Agencies For Planning and Implementation:

Career and Continuing Education Division, Office of Urban Affairs, Staff Development Branch, Office of Multicultural Education, Community Study Groups

Types of Community Involvement:

The community should be involved in implementation, prospectus writing, and assessment.

RUMOR CONTROL PLAN

NEED:

The sensitive nature of educational change often creates misinformation and unfounded rumors among District staff, parents, students, and the general public. A method for alleviating this situation needs to be developed.

SUGGESTED ACTIVITY:

Design a rumor control system to correct misinformation regarding District activities in new programs.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	11/1/72	1/1/72	X
Funding sought and obtained	1 month	1/1/73	2/1/73	
Final definition of activity	1 month	2/1/73	3/1/73	X
Staff assigned	2 months	3/1/73	5/1/73	
Staff trained	1 month	5/1/73	6/1/73	
Implementation	ongoing	6/1/73		X
Assessment	ongoing	6/1/73		X

Suggested Agencies for Planning and Implementation:

Office of Communications, Superintendent's Special Assistant, Office of Multicultural Education, Community Advisory Groups

Types of Community Involvement:

As indicated

PERSONNEL POLICY AND DEPLOYMENT

NEED:

In line with District belief that it has a social responsibility for positive intergroup interaction, continued efforts in the following areas are necessary:

1) Concerted efforts must be made to insure ethnic diversity in hiring and deployment of teachers.

2) District staffing policies need to:
   a) Meet individual area requirements
   b) Provide additional opportunities for ethnic interaction on a permanent basis
   c) Meet needs of new education educational programs by providing teachers who have appropriate skills.

SUGGESTED ACTIVITY:

Develop guidelines for affirmative action practices for personnel hiring, assignment and deployment. Encourage inter-area staff transfers to meet multicultural education goals and objectives.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	11/1/72	1/1/73	X
Funding sought and obtained		n.a.		
Final definition of activity		n.a.		
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	1/1/73		X
Assessment	annual	7/1/73	8/1/73	X

Suggested Agencies for Planning and Implementation:

Personnel Division, Office of Staff Relations, Affirmative Action Program Section, Office of Multicultural Education, Certificated Employee Council

Types of Community Involvement:

Provide input regarding special teacher skills needed to meet educational needs.

STAFF DEVELOPMENT IN MULTICULTURAL EDUCATION

NEED:

District staff members need to be apprised of the philosophy, objectives, methodology, and curriculum necessary to implement multicultural education concepts.

SUGGESTED ACTIVITY:

Develop a coordinated plan for pre-service and inservice training in all areas relating to multicultural education.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	11/1/72	2/1/73	X
Funding sought and obtained	3 months	2/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	X
Staff assigned	2 months	6/1/73	8/1/73	
Staff trained	1 month	8/1/73	9/1/73	
Implementation	ongoing	9/1/73		
Assessment	1 month bi-annually	3/1/74	4/1/74	

Suggested Agencies for Planning and Implementation:

Staff Development Branch, Office of Multicultural Education, Area Superintendents, Special Instructional Programs Branch, Instructional Planning Division, Office of Urban Affairs, Career and Continuing Education Division.

Types of Community Involvement:

Asian-American, Black, and Mexican-American Education Commissions and the Advisory Councils could assist in planning and implementing training for teachers.

TEACHER EXCHANGE PLAN

NEED:

In order to more effectively carry out the multicultural education objectives, teachers need direct classroom experience in working with children of cultural and ethnic backgrounds other than those which they normally teach.

SUGGESTED ACTIVITY:

Create a voluntary Teacher Exchange Program whereby teachers throughout the District will be able to temporarily exchange parallel teaching assignments, thus affording them classroom experience with students of ethnic backgrounds with which the teachers have had little or no contact.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	4/1/73	7/1/73	X
Funding sought and obtained	3 months	7/1/73	10/1/73	
Final definition of activity	1 month	10/1/73	11/1/73	X
Staff assigned	2 months	11/1/73	1/1/74	
Staff trained	1 month	1/1/74	2/1/74	X
Implementation	ongoing	2/1/74		
Assessment	1 month bi-annually	7/1/74	8/1/74	X

Suggested Agencies for Planning and Implementation:

Area Superintendents, Staff Development Branch

Types of Community Involvement:

Parents should participate in the assessment of educational needs for their school and evaluate the exchange program in terms of meeting those needs.

TEACHER PREPARATION (UNIVERSITY)

NEED:

Institutions of higher learning need to be aware of teacher preparation in multicultural education required by Education Code 13250, Teacher Preparation in the History, Culture, and Current Problems of Ethnic Minorities (effective July 1, 1974). (See Appendix A)

SUGGESTED ACTIVITY:

Enlist support and cooperation of teacher training institutions to identify and coordinate teacher preparation procedures for meeting District and State Department of Education multicultural education requirements.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	9/1/73	12/1/73	X
Funding sought and obtained	3 months	12/1/73	3/1/74	
Final definition of activity	1 month	3/1/74	4/1/74	X
Staff assigned	2 months	4/1/74	6/1/74	
Staff trained	1 month	6/1/74	7/1/74	X
Implementation	ongoing	7/1/74		X
Assessment	1 month	1/1/75	2/1/75	

Suggested Agencies for Planning and Implementation:

Office of University Relations and Credentials, Local teacher training institutions, Commission for Teacher Preparation and Licensing-State of California, Office of Multicultural Education

Types of Community Involvement:

Advisory Councils and the Black, Asian-American, and Mexican-American Education Commissions should assist in developing teacher preparation recommendations.

ASSESSMENT OF SCHOOL NEEDS

NEED:

Due to the diverse cultural and ethnic natures of schools and their related communities, an assessment of local school needs as they relate to multicultural education should be developed.

SUGGESTED ACTIVITY:

Design a plan and a set of procedures whereby a local school-community group can assess the school's needs as related to multicultural education criteria. (See page iii for characteristics of multicultural education.)

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/1/72	X
Funding sought and obtained	2 months	12/1/72	2/1/73	
Final definition of activity	1 month	2/1/73	3/1/73	X
Staff assigned	1 month	3/1/73	4/1/73	
Staff trained		n.a.		
Implementation	3 months	4/1/73	7/1/73	
Assessment	ongoing	7/1/73		X

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Research and Evaluation Branch, Special Instructional Programs Branch

Types of Community Involvement:

Participate in the assessment of educational needs, the establishment of priorities, and in the evaluation of the program.

CURRICULUM COORDINATION

NEED:

It is a fact that the student population in the Los Angeles Unified School District reflects the cultural diversity of our total society. If we are to provide equal educational opportunities and be sure that each child's needs are met, the total curriculum must address the multicultural nature of our student population.

SUGGESTED ACTIVITY:

Coordinate present and future curriculum development to insure that our curriculum addresses the multicultural nature of the population it serves.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	6/1/73	8/1/73	x
Funding sought and obtained		n.a.		
Final definition of activity	1 month	8/1/73	9/1/73	x
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	9/1/73		
Assessment	ongoing	9/1/73		x

Suggested Agencies for Planning and Implementation:

Office of the Assistant Superintendent-Instruction, Office of Multicultural Education

Types of Community Involvement:

The community will participate in the assessment of curriculum needs and will contribute to the definition of objectives.

FISCAL INFORMATION PLAN

NEED:

To establish realistic guidelines for program planning and to optimize efficiency and effectiveness of operation, a fiscal accountability system is needed to account for funds allocated to Office of Multicultural Education.

SUGGESTED ACTIVITY:

Develop a set of manual and/or automated procedures which could be used to plan for the allocation of, and account for, Office of Multicultural Education funds.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/1/72	
Funding sought and obtained	2 months	12/1/72	2/1/73	
Final definition of activity	1 month	2/1/73	3/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	3/1/73		
Assessment	1 month annually	7/1/73	8/1/73	

Suggested Agencies for Planning and Implementation:

Budget Division, independent outside costing agency, universities, Office of Education and Management Assessment, Office of Multicultural Education

Types of Community Involvement:

N/A

MULTICULTURAL EDUCATION PROGRAM EVALUATION AND CORRECTION

NEED:

To maximize the efficiency and effectiveness of the total plan to prevent and eliminate racial and cultural isolation, provisions must be made for assessing progress being made toward long-range goals and objectives.

SUGGESTED ACTIVITY:

Establish procedures to provide for monitoring, evaluating, managing, and correcting the ongoing multicultural education plan.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	11/1/72	1/1/73	
Funding sought and obtained		n.a.		
Final definition of activity		n.a.		
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	1/1/73		
Assessment	2 months annually	7/1/73	9/1/73	X

Suggested Agencies for Planning and Implementation:

Research and Evaluation Branch, Management Information Division, Office of Education and Management Assessment, Office of Multicultural Education

Types of Community Involvement:

Participate in the evaluation of the plan and its academic effectiveness and make recommendations to the Superintendent for improvement.

STAFF INFORMATION RETRIEVAL PLAN

NEED:

In developing new programs in multicultural education, human resources will be required. What is needed is a comprehensive automated skills file which could be used to identify persons with particular skills as needs arise.

SUGGESTED ACTIVITY:

Plan a survey of all District employees to discover attributes which might be useful in multicultural education programs or curriculum design. Develop a retrieval and dissemination system to provide access to the information collected.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	2/1/73	5/1/73	
Funding sought and obtained	3 months	5/1/73	8/1/73	
Final definition of activity	1 month	8/1/73	9/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	9/1/73		
Assessment	1 month annually	7/1/74	8/1/74	

Suggested Agencies for Planning and Implementation:

Office of Communications, Management Information Division, Office of Multicultural Education Research and Evaluation Branch

Types of Community Involvement:

N/A

DISTRICT STAFF MULTICULTURAL EDUCATION COORDINATING COUNCIL

NEED:

Efficient multicultural education operations will require close coordination between Area Superintendents and the Office of Multicultural Education regarding the work being done in the District.

SUGGESTED ACTIVITY:

Develop a mechanism whereby Office of Multicultural Education and Area Superintendents can periodically meet and evaluate progress being made regarding multicultural education.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	1 month	11/1/72	12/172	
Funding sought and obtained		n.a.		
Final definition of activity		n.a.		
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	12/1/72		
Assessment	ongoing	12/1/72		x

Suggested Agencies for Planning and Implementation:

Office of the Deputy Superintendent, Office of Multicultural Education.

Types of Community Involvement:

Provide input as to multicultural education needs and assist in securing parent and community support for District efforts in this area.

POLICY COMPATIBILITY STUDY

PROBLEM STATEMENT:

District policies need to be periodically reviewed and amended in order to insure constant compatibility with State and Federal legislative requirements pertinent to multicultural education.

SUGGESTED ACTIVITY:

Conduct a study to determine whether existing District policies are compatible with current legislative requirements related to multicultural education goals and objectives.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	1/1/73	4/1/73	
Funding sought and obtained		n.a.		
Final definition of activity		n.a.		
Staff assigned	2 months	4/1/73	6/1/73	
Staff trained	1 month	6/1/73	7/1/73	
Implementation	ongoing	7/1/73		
Assessment	ongoing	9/1/73		x

Suggested Agencies for Planning and Implementation:

Office of the Deputy Superintendent, Office of Multicultural Education, Office of Governmental Relations and Legislation

Types of Community Involvement:

Parents should participate in the assessment of policies related to multicultural education needs for their school.

SCHOOL ORGANIZATION PLAN

NEED:

School organizational configurations need to be examined in order to determine their possible effects upon multicultural educational programming.

SUGGESTED ACTIVITY:

Plan and commission a study to investigate the effects of different school organizational patterns on racial isolation in various areas of LAUSD. If the study indicates that these patterns contribute to racial isolation, new and different structures (e.g., Princeton Plan, paired schools, single grade schools) may be required.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	12/1/72	3/1/73	X
Funding sought and obtained	2 months	3/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	
Staff assigned	2 months	6/1/73	8/1/73	
Staff trained	1 month	8/1/73	9/1/73	
Implementation	ongoing	9/1/73		
Assessment	1 month annually	7/1/74	8/1/74	

Suggested Agencies for Planning and Implementation:

> School Building Planning Division, Office of the Deputy Superintendent, Office of Multicultural Education

Types of Community Involvement:

> Apprise the District of community feelings regarding any innovative school organizational plans.

DELPHI STUDY OF OUTSIDE FACTORS*

NEED:

Research indicates that there are many factors outside the school environment which have an effect on the academic achievement and ethnic interaction of our students. These factors need to be identified and their attendant impact inventoried.

SUGGESTED ACTIVITY:

In conjunction with System Development Corporation, design a Delphi Study which will systematically obtain the judgment of informed persons on the impact of a full range of outside factors on academic achievement and ethnic interaction of students in the Los Angeles Unified School District. Upon identification of said factors, design a plan to develop mechanisms whereby intervention strategies can be instituted.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	7/1/72	10/1/72	
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	2 months	1/1/73	3/1/73	X
Staff assigned	1 month	3/1/73	4/1/73	X
Staff trained	1 month	4/1/73	5/1/73	X
Implementation	8 months	5/1/73	1/1/74	
Assessment	1 month	1/1/74	2/1/74	

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, System Development Corporation

Types of Community Involvement:

Many of the Delphi panel members will be Los Angeles residents. Some of them will be persons representing community groups.

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* Suggested for immediate implementation.
See Section XIII.

DEMOGRAPHIC FORECAST

NEED:

To implement school integration plans, a detailed projection of ethnic populations, housing patterns, and other demographic factors will be needed.

SUGGESTED ACTIVITY:

Obtain a demographic forecast which provides the needed information.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	4/1/74	7/1/74	
Funding sought and obtained	3 months	7/1/74	10/1/74	
Final definition of activity	1 month	10/1/74	11/1/74	
Staff assigned	1 month	11/1/74	12/1/74	
Staff trained		n.a.		
Implementation	7 months	12/1/74	7/1/75	
Assessment	1 month	7/1/75	8/1/75	

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Research and Evaluation Branch, City Planning, Community Analysis Bureau, Research and Evaluation Branch, outside contractor

Types of Community Involvement:

N/A

MULTICULTURAL EDUCATION IMPACT SURVEY*

NEED:

In accordance with State and Federal guidelines relative to desegregation, integration, and multicultural education, statistical data indicating District activity will be required.

SUGGESTED ACTIVITY:

The Impact Survey will provide a quantitative base for determining student participation in multicultural programs. It will provide statistical data regarding the number of schools offering multicultural education programs and the level of participation.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	7/1/72	10/1-72	
Funding sought and obtained	3 months	10/1/72	1/1/73	
Final definition of activity	2 months	1/1/73	3/1/73	
Staff assigned	1 month	3/1/73	4/1/73	
Staff trained	1 month	4/1/73	5/1/73	
Implementation	1 month	5/1/73	6/1/73	
Assessment	1 month bi-annually	6/1/73	7/1/73	

Suggested Agencies for Planning and Implementation:

Research and Evaluation Branch, Bureau of Intergroup Relations, Western Regional School Desegregation Projects, Area Superintendents

Types of Community Involvement:

N/A

* Suggested for immediate implementation.
See Section XII.

PUPIL STATISTICS AND REPORTING

NEED:

Multicultural education programs, which provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds, often require other than traditional attendance patterns (e.g., APEX, High School Institutes). These altered attendance practices may require revised methods for reporting pupil data.

SUGGESTED ACTIVITY:

Develop guidelines for reporting attendance of students who are involved in unique educational programs.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	1/1/73	4/1/73	
Funding sought and obtained	3 months	4/1/73	6/1/73	
Final definition of activity	1 month	6/1/73	7/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	7/1/73		
Assessment	ongoing	7/1/73		

Suggested Agencies for Planning and Implementation:

Office of Multicultural Education, Pupil Statistics and Reports Section

Types of Community Involvement:

N/A

RACIAL AND ETHNIC SURVEY

NEED:

The District presently performs a racial and ethnic survey, required by the Office of Civil Rights, U.S. Department of Health, Education, and Welfare. The current survey needs to be extended to include a breakdown according to grade level, as required by Sections 5002 and 5003 of the State Education Code.

SUGGESTED ACTIVITY:

Extend present racial and ethnic survey to include a breakdown by grade level.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	12/1/72	2/1/73	
Funding sought and obtained	2 months	2/1/73	4/1/73	
Final definition of activity	1 month	4/1/73	5/1/73	
Staff assigned	1 month	5/1/73	6/1/73	
Staff trained		n.a		
Implementation	ongoing	6/1/73		
Assessment	1 month annually	6/1/74	7/1/74	

Suggested Agencies for Planning and Implementation:

Research and Evaluation Branch, Management Information Division

Types of Community Involvement:

N/A

SCHOOL ATTENDANCE BOUNDARIES

NEED:

As the population in LAUSD shifts it will be necessary to continually evaluate attendance boundaries in order to eliminate racial isolation.

SUGGESTED ACTIVITY:

Periodically review attendance boundaries and realign them where necessary to prevent and eliminate racial isolation.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	11/1/72	1/1/73	X
Funding sought and obtained		n.a.		
Final definition of activity	1 month	1/1/73	2/1/73	X
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	2/1/73		X
Assessment	1 month annually	7/1/74	8/1/74	

Suggested Agencies for Planning and Implementation:

School Building Planning Division, Office of the Deputy Superintendent, Office of Multicultural Education

Types of Community Involvement:

Provide community input regarding any proposed boundary changes.

SCHOOL FACILITIES PLAN

NEED:

To accommodate exemplary education programs which will lessen racial isolation, school plant planning data, and projections of plant under utilization, by site is needed. Also, a regular system for updating such information on a monthly basis is required.

SUGGESTED ACTIVITY:

Identify existing information in these areas, and determine whether this information is usable for multicultural education purposes; if not, develop a plan for rectifying the situation.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	3 months	12/1/72	3/1/73	
Funding sought and obtained	2 months	3/1/73	5/1/73	
Final definition of activity	1 month	5/1/73	6/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	6/1/73		
Assessment	1 month annually	6/1/74	7/1/74	

Suggested Agencies for Planning and Implementation:

School Building Planning Division, Office of Multicultural Education.

Types of Community Involvement:

N/A

INFORMATION DISSEMINATION MODULE

NEED:

District personnel, parents, students, and the general public need to be kept informed of the District's efforts in the area of multicultural education.

SUGGESTED ACTIVITY:

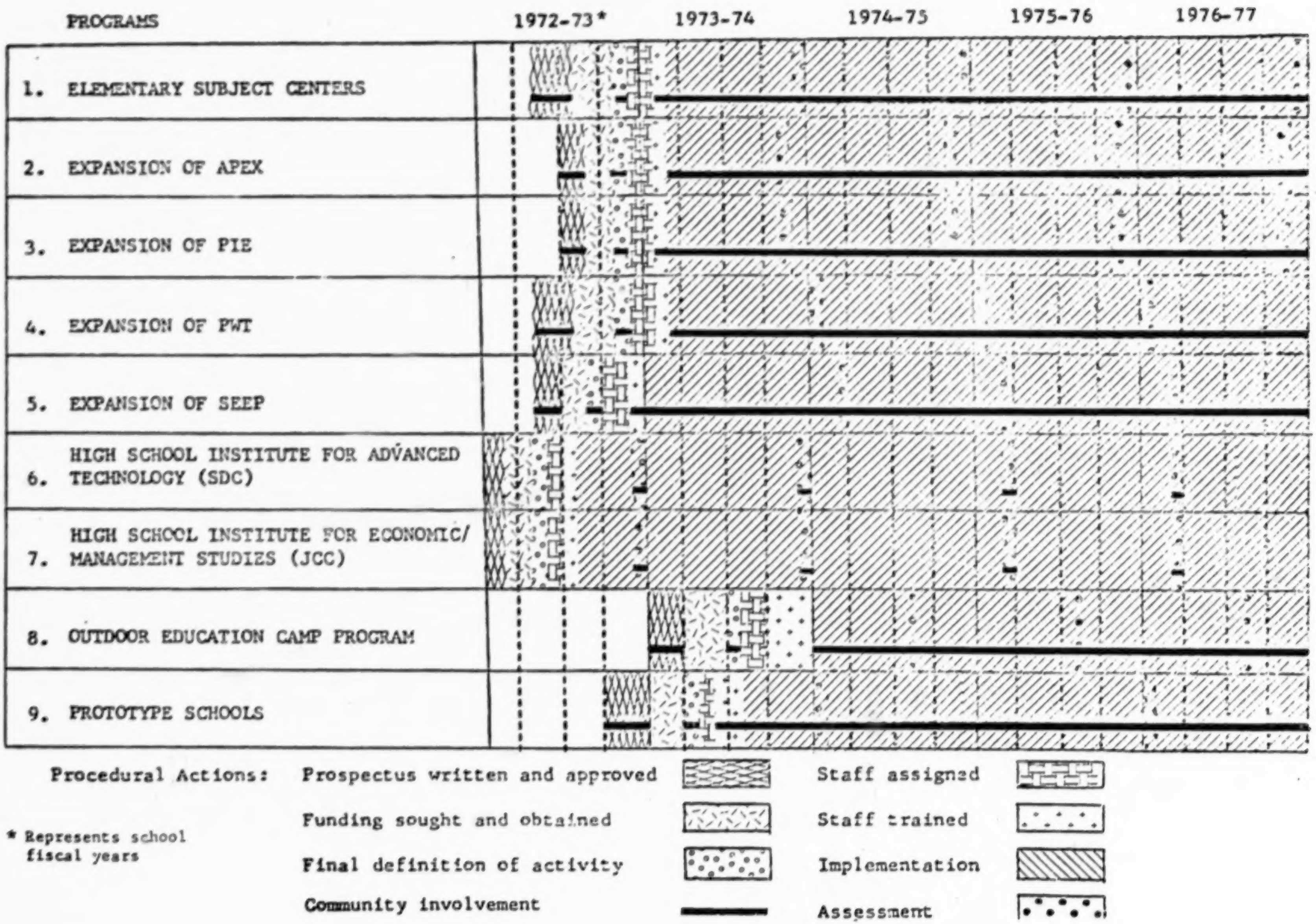
Design a plan to disseminate information pertinent to multicultural education both within the District and externally via existing District information outlets.

PROCEDURAL ACTION:	Est.Time	Start	Stop	Community Involvement
Prospectus written and approved	2 months	11/1/72	1/1/73	
Funding sought and obtained	3 months	1/1/73	4/1/73	
Final definition of activity	1 month	4/1/73	5/1/73	
Staff assigned		n.a.		
Staff trained		n.a.		
Implementation	ongoing	6/1/73		
Assessment	1 month annually	1/1/74	2/1/74	

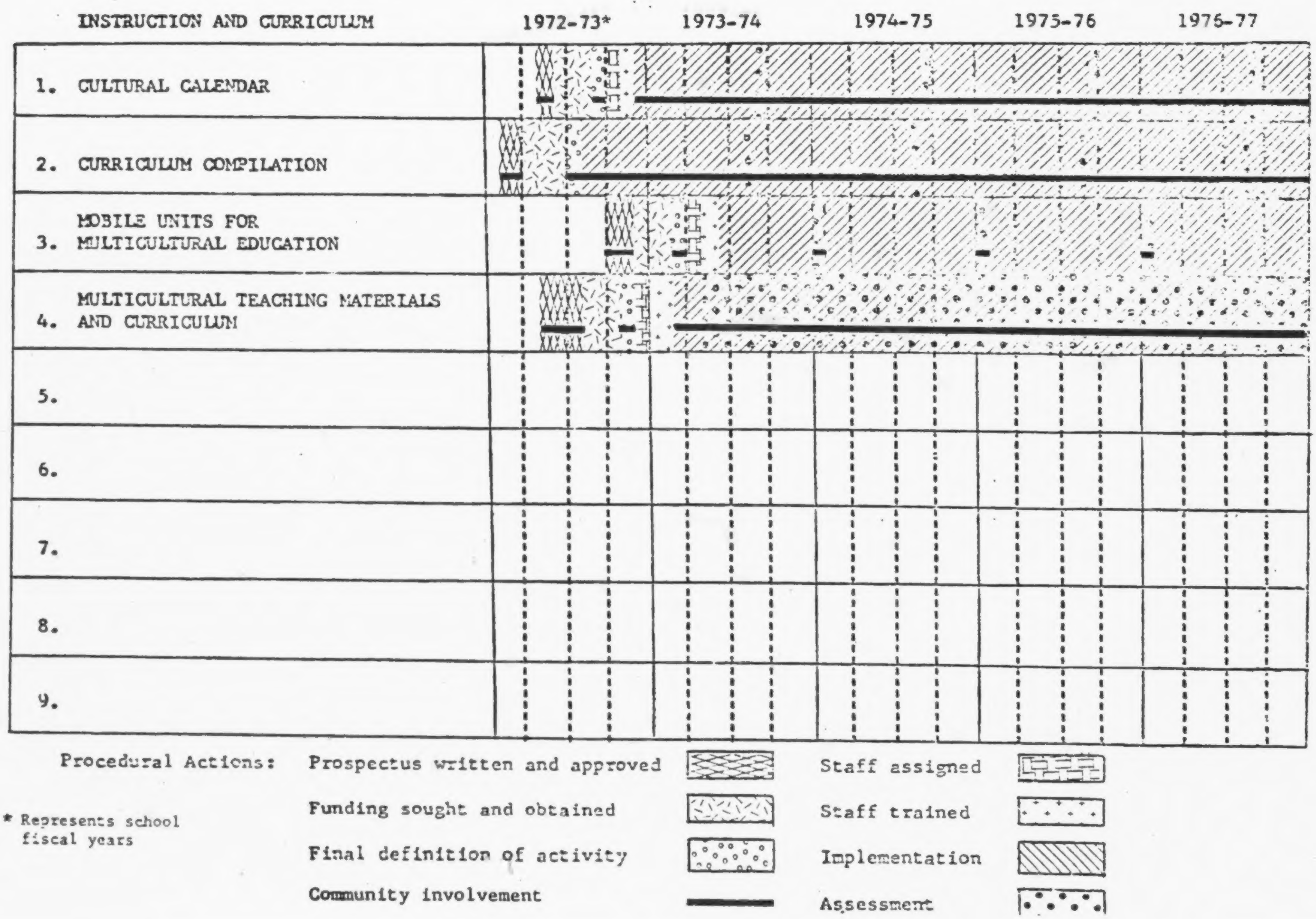
Suggested Agencies for Planning and Implementation:

Office of Communications, Office of Multicultural Education

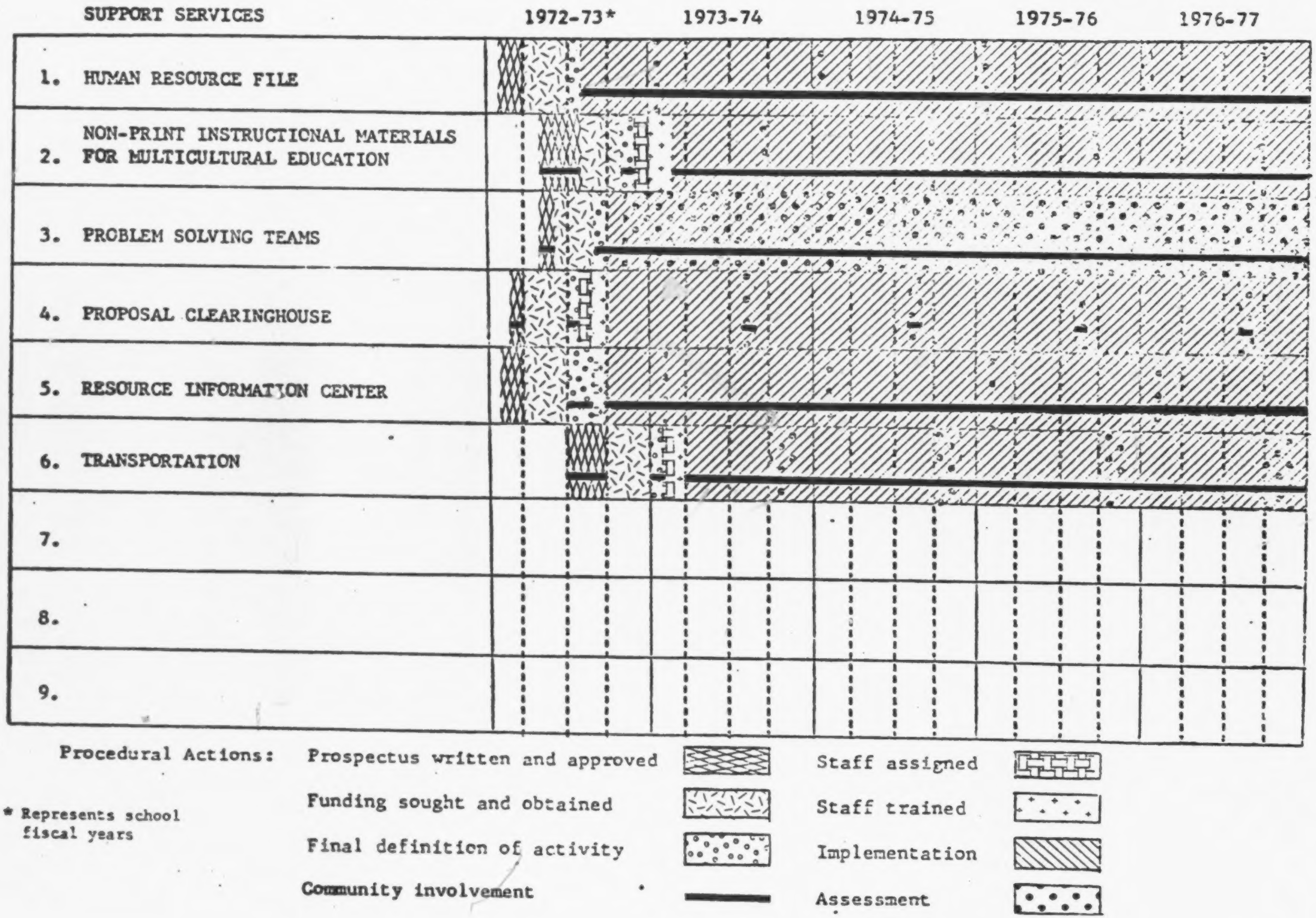
Types of Community Involvement:

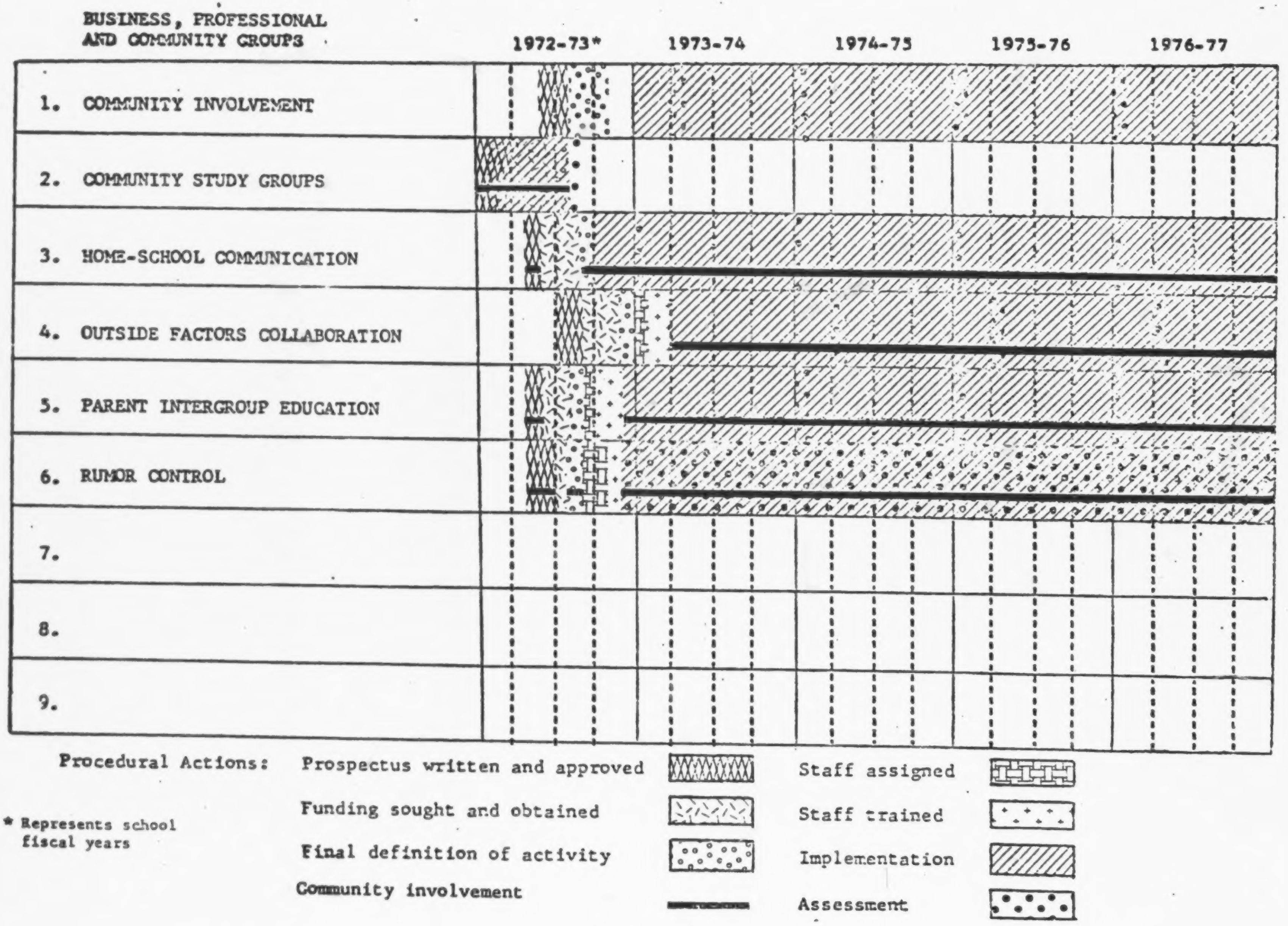


* Represents school fiscal years

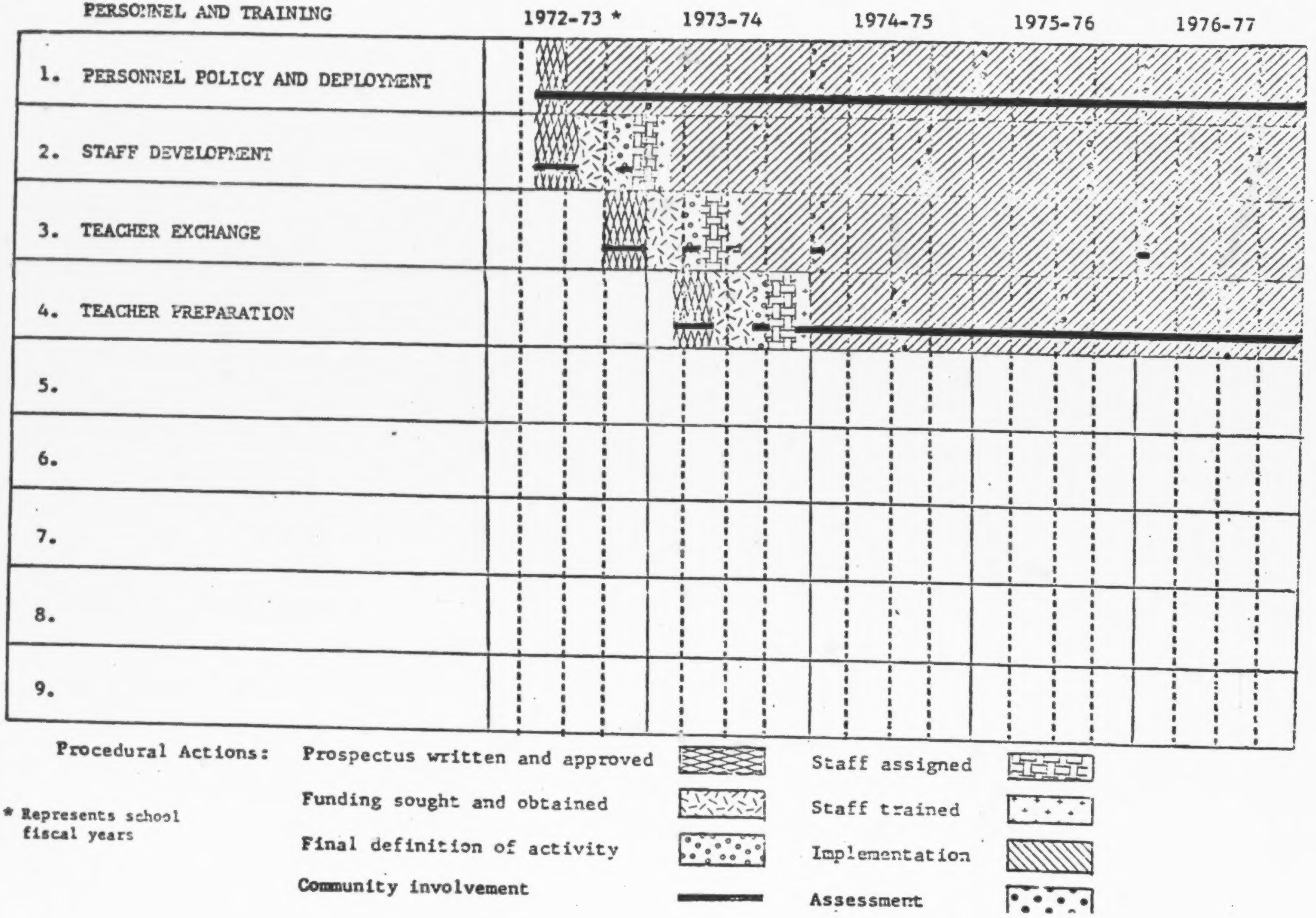


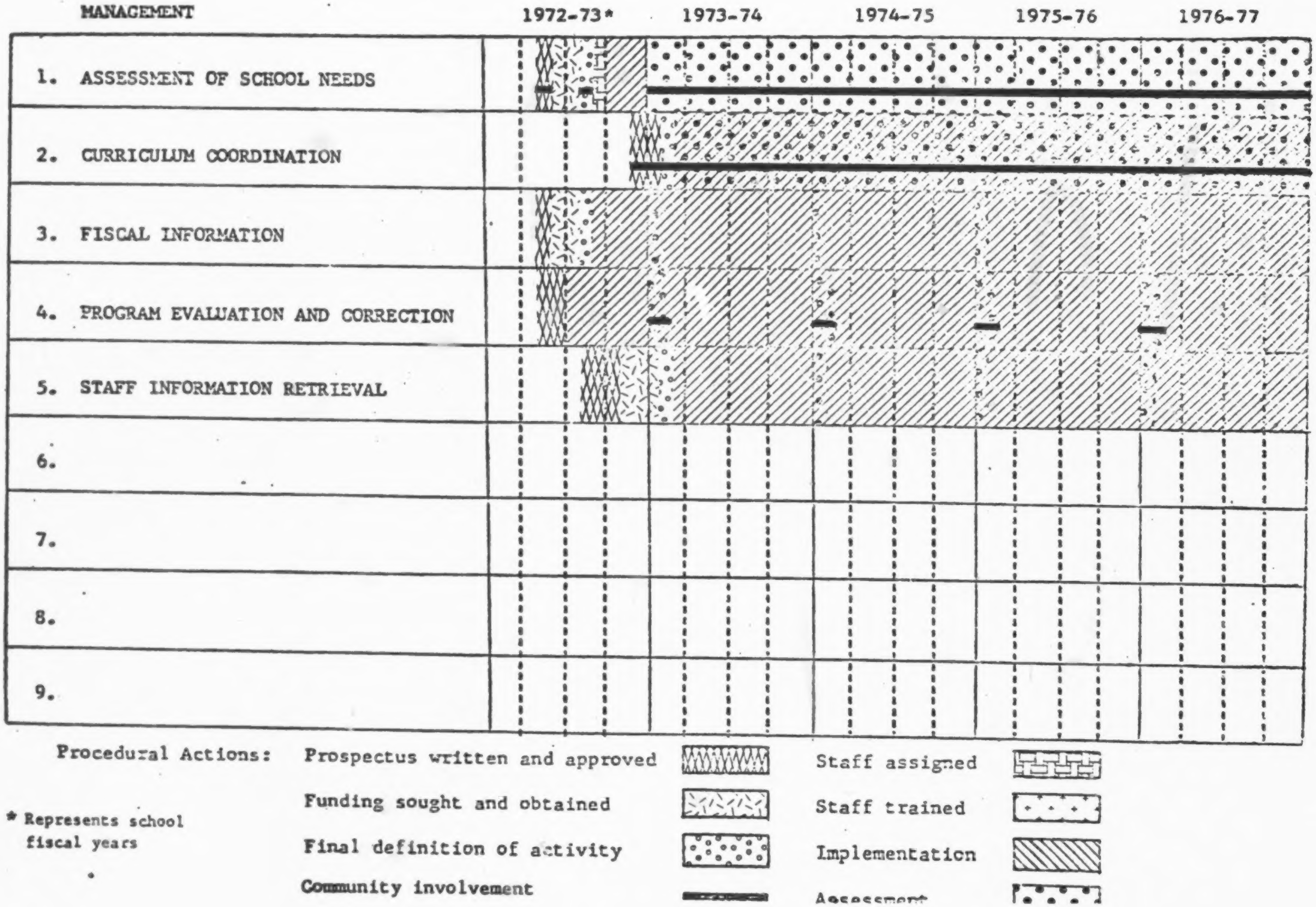
* Represents school fiscal years

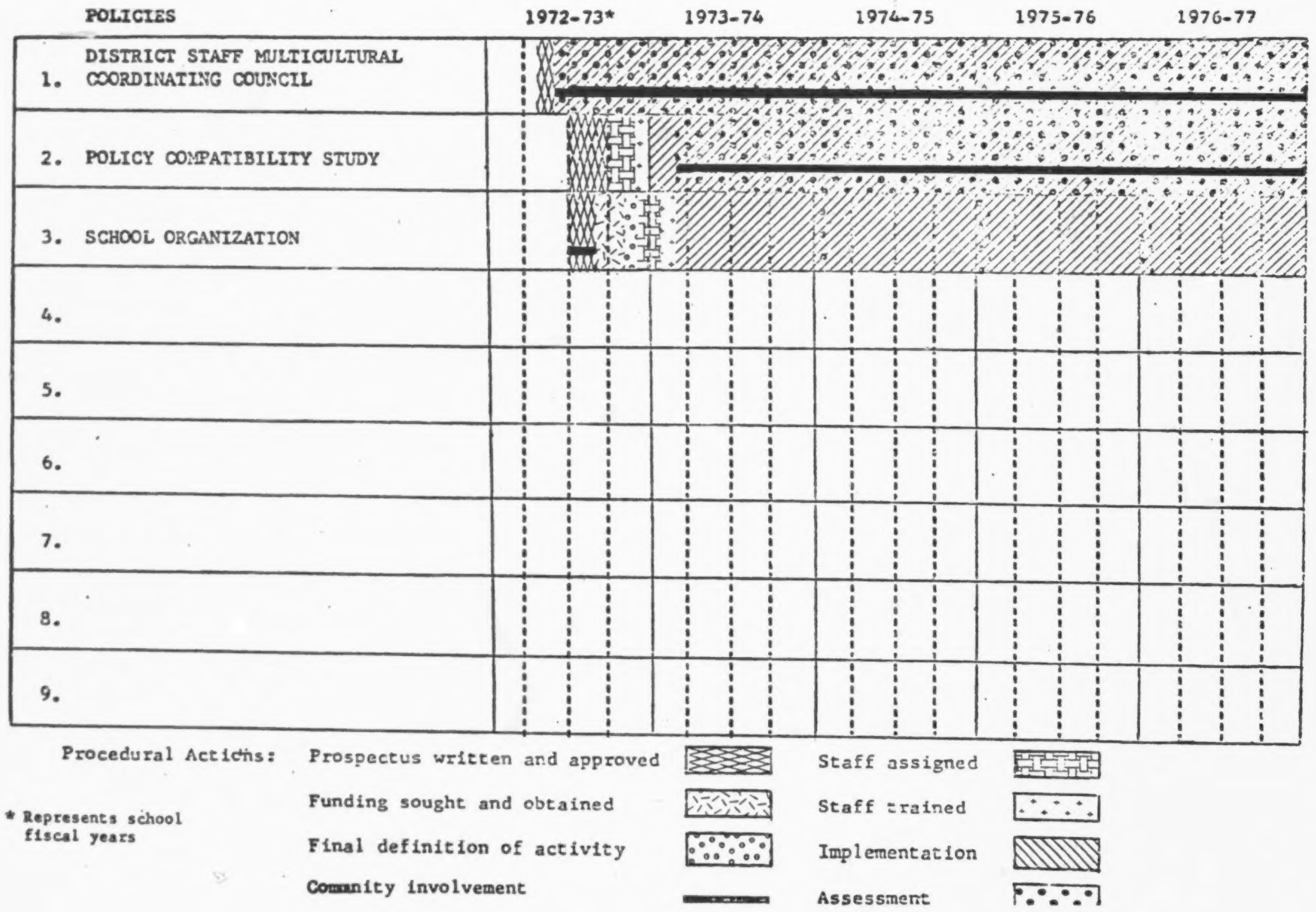

SUPPORT SERVICES
1972-73*
1973-74
1974-75
1975-76
1976-77
1. HUMAN RESOURCE FILE
2. NON-PRINT INSTRUCTIONAL MATERIALS FOR MULTICULTURAL EDUCATION
3. PROBLEM SOLVING TEAMS
4. PROPOSAL CLEARINGHOUSE
5. RESOURCE INFORMATION CENTER
6. TRANSPORTATION
7.
8.
9.
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
Assessment
* Represents school fiscal years

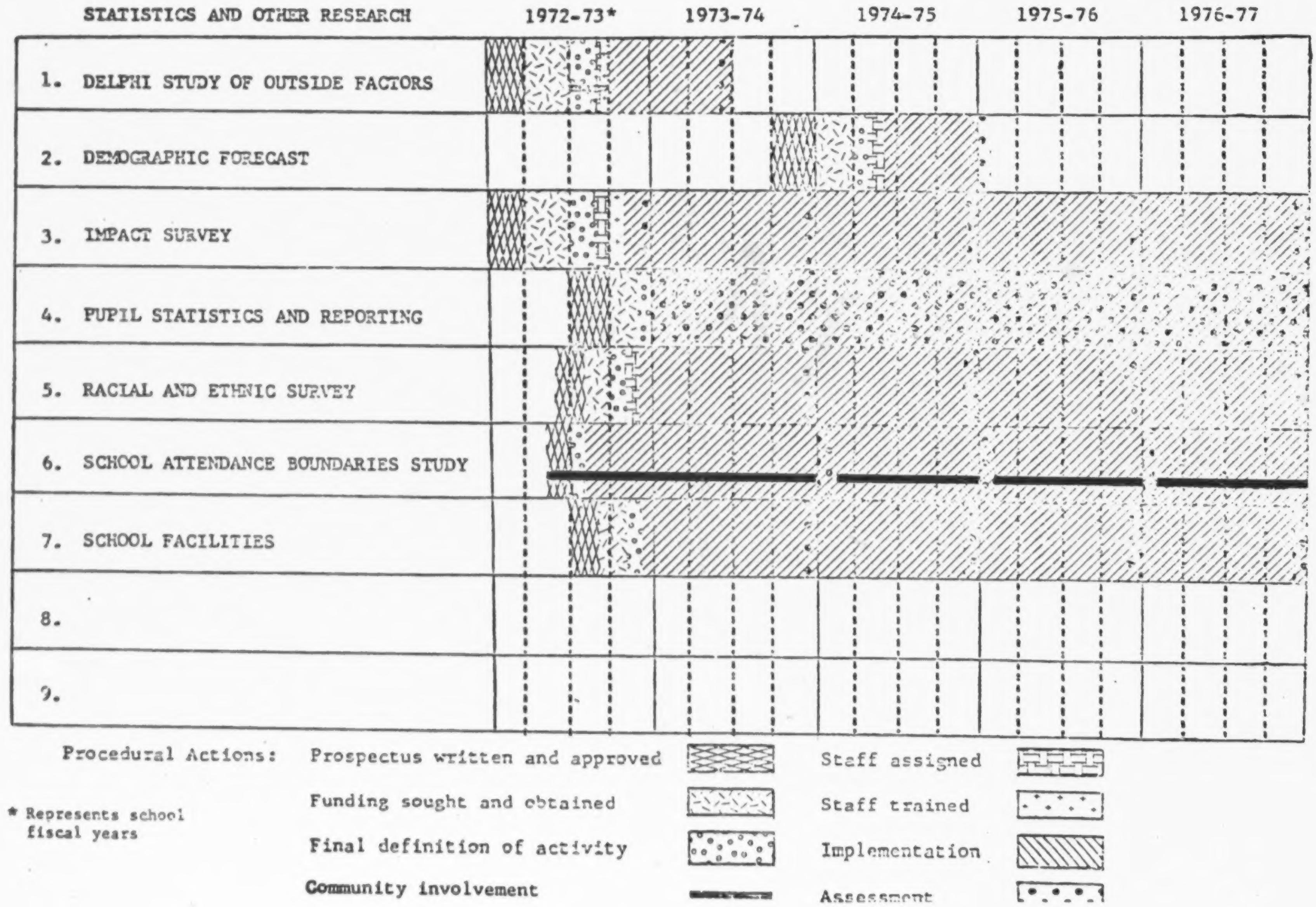

BUSINESS, PROFESSIONAL
AND COMMUNITY GROUPS
1972-73*
1973-74
1974-75
1975-76
1976-77
1. COMMUNITY INVOLVEMENT
2. COMMUNITY STUDY GROUPS
3. HOME-SCHOOL COMMUNICATION
4. OUTSIDE FACTORS COLLABORATION
5. PARENT INTERGROUP EDUCATION
6. RUMOR CONTROL
7.
8.
9.
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
Assessment
* Represents school fiscal years

PERSONNEL AND TRAINING

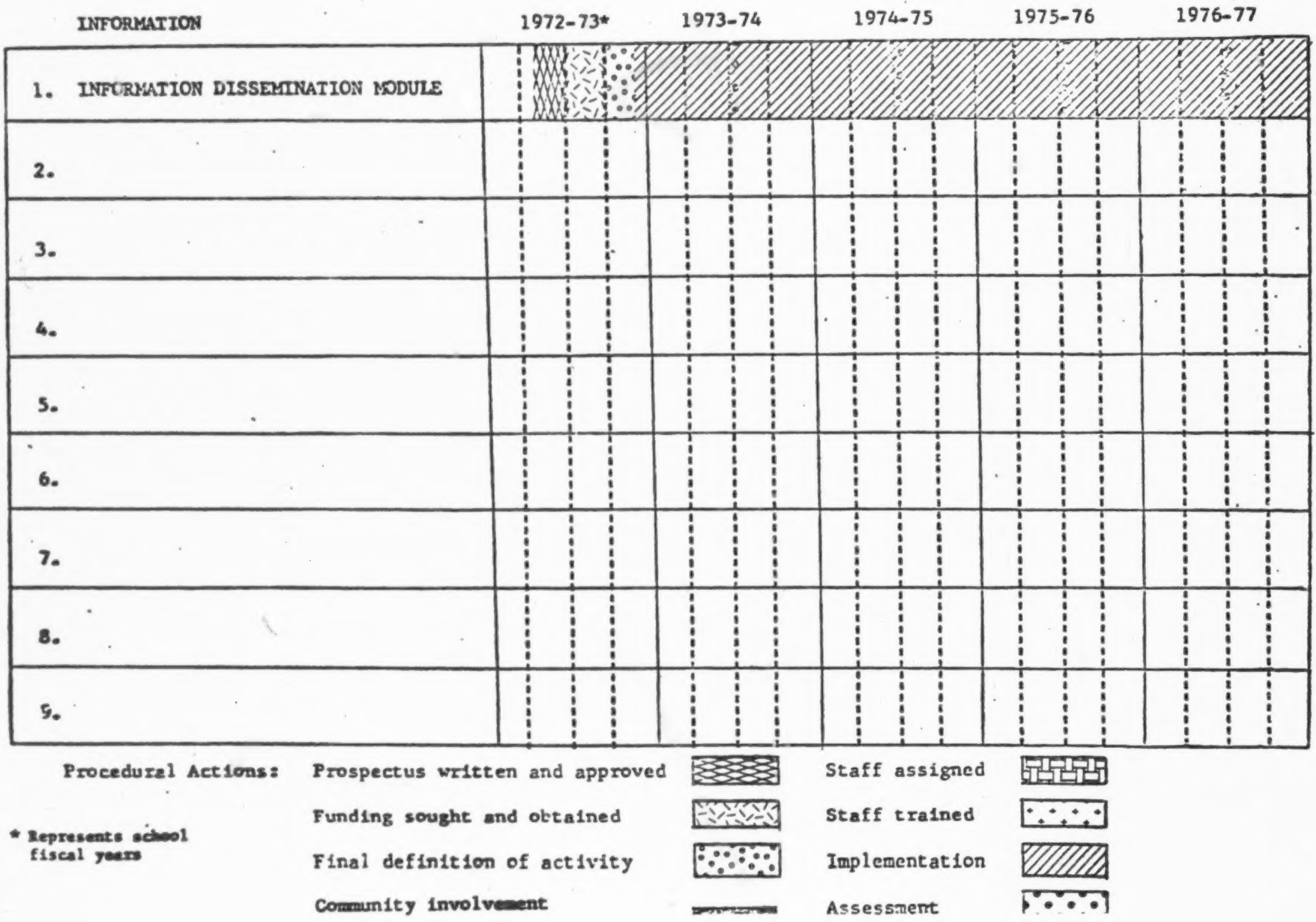



MANAGEMENT
1972-73*
1973-74
1974-75
1975-76
1976-77
1. ASSESSMENT OF SCHOOL NEEDS
2. CURRICULUM COORDINATION
3. FISCAL INFORMATION
4. PROGRAM EVALUATION AND CORRECTION
5. STAFF INFORMATION RETRIEVAL
6.
7.
8.
9.
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
Assessment
* Represents school fiscal years


POLICIES
1972-73*
1973-74
1974-75
1975-76
1976-77
1. DISTRICT STAFF MULTICULTURAL COORDINATING COUNCIL
2. POLICY COMPATIBILITY STUDY
3. SCHOOL ORGANIZATION
4.
5.
6.
7.
8.
9.
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
Assessment
* Represents school fiscal years



* Represents school fiscal years



* Represents school fiscal years

PART C

CONCEPT PAPERS AND PROPOSALS

The pilot program plans included in Part C are expansions of the activities originally delineated in the Preliminary Framework Systems for Multicultural Education (June 19, 1972). Their identification as prerequisite activities was a result of task analysis by the Task Force staff. These activities could be developed for immediate implementation, and would serve as models providing a data base for further research.

Fully developed proposals for the following pilot programs can be found in the Appendix section of this report:

APPENDIX B - High School Institute for Advanced Technology

APPENDIX C - High School Institute for Economic/Management Studies

SECTION III-A

PROPOSAL CONCEPTS FOR HIGH SCHOOL INSTITUTES

HIGH SCHOOL INSTITUTE
FOR
ADVANCED TECHNOLOGY

SYSTEM DEVELOPMENT CORPORATION
SANTA MONICA, CALIFORNIA

SECTION III-A

PROPOSAL CONCEPT
FOR
HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY

I OVERVIEW

II. GENERAL DESIGN

III. OBJECTIVES

   A. Multicultural Objectives

   B. Personal Development

   C. Career Choice

   D. Societal Benefits

IV. IMPLEMENTATION

   Time Schedule

I. OVERVIEW OF PROPOSAL CONCEPT FOR HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY

The concept for a High School Institute for Advanced Technology was jointly developed by the Office of Multicultural Education and the System Development Corporation. The Institute would serve two basic purposes:

a. It would bring together high school students of widely varying cultural backgrounds, but with a common interest in information processing technology, to give each individual the opportunity for meeting and knowing many persons of different cultures.

b. It would furnish each student the opportunity to determine whether or not to expand his interest in information processing technology into pursuing a career path in one of the areas of the technology.

The Institute represents an innovative approach to completing a student's secondary education and preparing him to be a knowledgeable, understanding, and self-directed participant in American society. Students will be drawn from high school seniors who can complete graduation requirements in addition to their semester at the Institute and who volunteer to attend because of their interest in information processing. At the Institute, students will be exposed to a wide variety of jobs in the field, from keypunch operator to human factors specialist. They will be placed in an operational setting where they can discover for themselves how their own talents, interests, and life styles fit with a number of different career possibilities. At the same time, students will be learning to deal with a wide range of social factors, from understanding persons of different backgrounds and talents to assessing the present and potential impact of information technology upon societal patterns and goals.

While the Los Angeles School District will maintain control over, and full responsibility for, the development and operation of the Institute, SDC can contribute to the success of the Institute by furnishing the technical expertise necessary for instruction in information technology while the District furnishes instructional expertise. Under the guidance of District curriculum planners, SDC will assist in preparing a detailed curriculum based on the outline shown in the Prospectus. We will also assist the District in preparing the instructional guides and materials to be used by the Institute's technical instructors, and will provide consultation services to the instruction coordinators at their request. In Phase III, SDC will assist the District in drafting an Institute Model to be used as a guide in establishing other institutes in information technology and other subject areas. During the first three phases of the Institute's development, when the preponderance of staff assigned will be drawn from SDC, we will furnish a project head to coordinate and assist the staff members' activities; the project head will be directly responsible to the District supervisor for the Institute. In the full scale operational phase, the District will provide for Institute management, and SDC personnel will be assigned only as members of the technical instructor staff.

II. GENERAL DESIGN

The High School Institute for Advanced Automation will be a place where students of many different cultural backgrounds and life styles can be brought together in learning teams to explore data processing in a unique environment. The students will come from high schools throughout the Los Angeles Unified School District to System Development Corporation in Santa Monica for intensive study and practical experience in system analysis and design, computer programming, computer operations, use of input and output devices, microfilming, record and file management, and other information processes.

Four students of different cultural backgrounds will constitute a team which will be assigned to a technical instructor in one of the curriculum areas. Technical instructors who are highly skilled in various data processing techniques instruction will be teamed with coordinators who are experienced district teachers. The students will be assigned specific tasks to do, in typical real-situation assignments, and will perform the tasks under the guidance of the instructional team. As teams complete their assignments on one task, they may be reconstituted, and the new teams will be assigned to new tasks on a rotating basis.

Students will be exposed to a variety of data processing tasks within one of the leading software firms, on a working-level basis, with realistic assignments typical of what they might experience in a work situtation. The requirements for education, for training, and for career education will be graphically related to the student as a natural consequence of their experience. A counselor will be assigned to the Institute to assist the students in relating what they have learned to their career planning.

The teaming approach provides a framework for peer involvement and instruction that encourages meaningful interactions of individuals from multicultural backgrounds. The motivations, interest, and response of the students should help the individual team members to relate well to each other and to develop respect and understanding of each individual, his capabilities, limitations, differences and similarities.

As part of the pilot operation of the Institute, an independent consultant will study and evaluate the Institute, and will recommend changes to and improvements in operation, curriculum, interactive relationships, etc. This unbiased critical appraisal will also provide a meaningful report on the activities of the Institute and the resultant changes in student relationships, attitudes, performance, and motivations, and in the staff's reactions.

The Institute will operate on a full time basis of 5 hours per day, 5 days per week extending over a full semester of 19 calendar weeks, to maximize the impact of the multicultural exposure, and the opportunity for learning in detail about data processing.

III. OBJECTIVES

A. MULTICULTURAL APPRECIATION

The Institute will provide to students the opportunity to discover the differences and similarities in cultures other than their own, and to appreciate some of the facets of other cultures. Selection of a student body that is homogenized on the basis of a common interest in data processing, in combination with the team approach in which a small group of individuals must learn to work together to attain a common goal, should foster a high level of interpersonal and intercultural exchange of ideas, feelings, hopes, and fears that can lead to an acceptance of, and appreciation for, the cultural aspects of another person's background.

B. PERSONAL DEVELOPMENT

The experience afforded by the student will allow students to test themselves against real tasks and thus stimulate their personal development. They will be able to discover how their life styles fit in with those of other persons and how these bear upon the performance of an occupation. Students may gain an incentive to achieve goals that they had not thought possible, or may determine that personal goals should be readjusted in light of what they have learned. They may be helped in deciding what path to follow after high school, whether to enter the job force immediately or to continue on for more education first.

C. CAREER CHOICE

The Institute will provide students who are already highly interested in the technological services field in-depth exposure to possible career opportunities. Study of many facets of the field, in combination with hands-on experience at working on a wide range of data processing tasks will allow students to evaluate themselves and determine what automation career patterns are most likely to be suitable for their interests and talents. Through the intensive practical work, students will learn for themselves what particular skills must be acquired for satisfactory job performance and thus will obtain the knowledge needed to make rational career decisions that are not biased by misconceptions about potential occupations. Students will discover their strengths and weaknesses, and can choose how best to remedy their weaknesses and exploit their strengths should they desire to work in the information industry upon graduation from high school or higher education.

D. SOCIETAL BENEFITS

The Institute should benefit the general society by developing personal resources in the students that might otherwise be under-utilized. Furthermore, by providing a detailed and comprehensive look at data processing technology, the Institute will be developing a group of citizens that have a realistic understanding of the uses and pitfalls of information technology. Through this understanding, the students should, in later life, be able to contribute to improved understanding of automation in the citizenry at large, and to help guide their associates in ensuring that technology is used to further societal goals rather than to obstruct them.

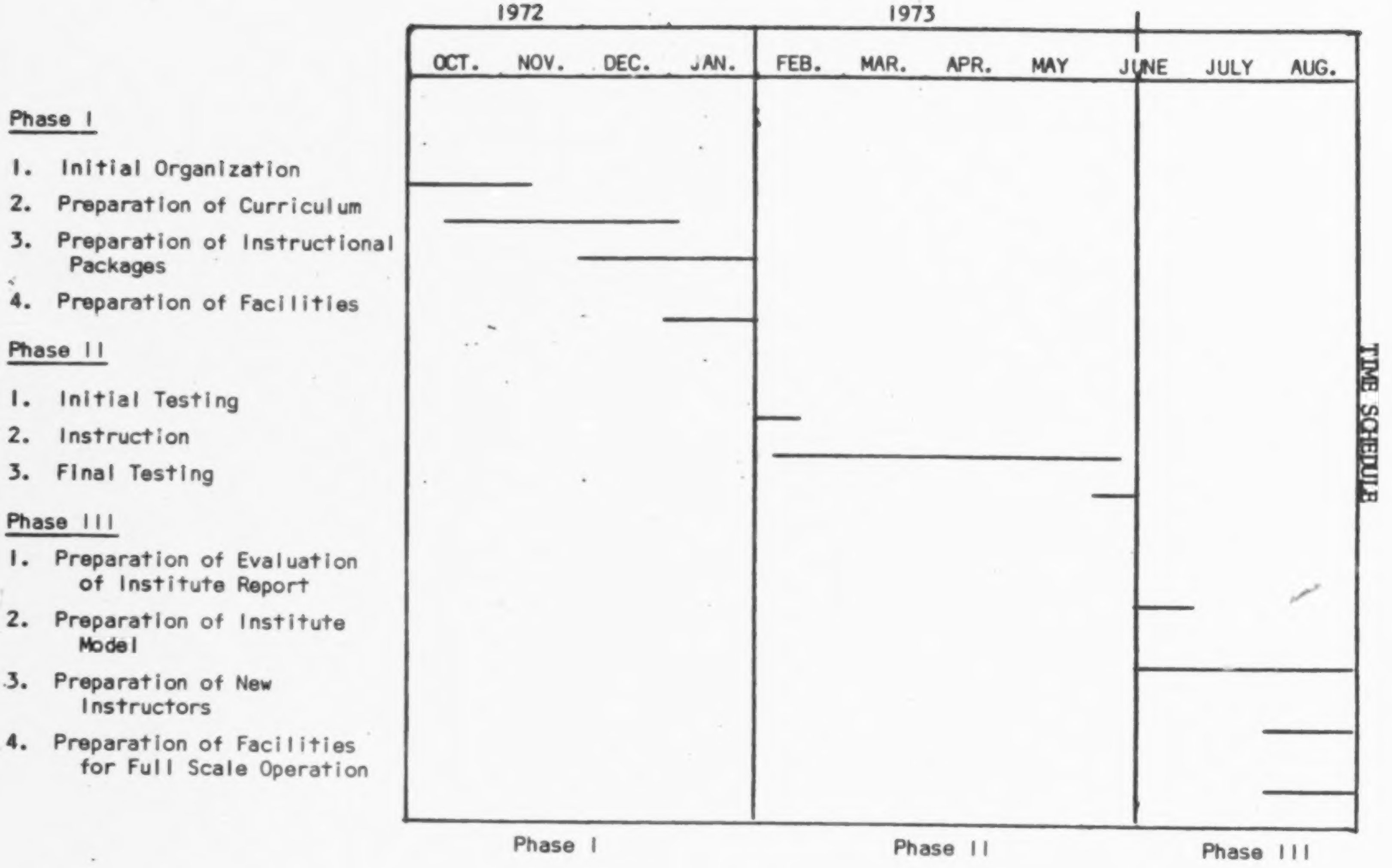


Figure 2. Schedule for Phases I, II, and III

SECTION III-B

PROPOSAL CONCEPTS FOR HIGH SCHOOL INSTITUTES

HIGH SCHOOL INSTITUTE
FOR
ECONOMIC/MANAGEMENT STUDIES

LOS ANGELES
JUNIOR CHAMBER OF COMMERCE

SECTION III-B

PROPOSAL CONCEPT
FOR
HIGH SCHOOL INSTITUTE FOR ECONOMIC/MANAGEMENT STUDIES

I. OVERVIEW

- A. Needs
- B. Anticipated Benefits

II. OBJECTIVES

- A. Related Projects

III. DEVELOPMENT OF PROGRAM

- A. Phase I - Curriculum Development and Planning
- B. Phase II - Pilot Instructional Program
- C. Phase III - Program Modification
- D. Phase IV - Full Instructional Program

I. OVERVIEW

People require many things to sustain life and make it enjoyable. Since each person cannot produce all things for himself, he must depend on others to do much of the work. Over the years, our economy has evolved to the point where each person is employed by an economic sector which produces or markets certain specialized goods or services for others. Consequently, we are exchanging among ourselves the results of our special kinds of labor through the medium of currency. The High School Institute for Economic/Management Studies will provide students of different cultures and life styles with an opportunity to learn, experience, and to interact firsthand with the economic sectors through which exchanges of goods and services are made.

A. NEEDS

1. Equal educational and environmental opportunity should provide approaches through which individuals may experience upward mobility in the economic structure. Often students who are affected by unequal educational and environmental opportunities are unable to conceptualize the nature of the economic organization of the American society.
2. The economy is a composite of various cultures and life styles. Greater understanding of these cultures and life styles would lead to a more harmonious exchange of goods and services.
3. There is a need for individuals from many different cultures and life styles to explore together those techniques that govern the American economic organization. Understanding and utilizing those techniques should improve the individual and

group effectiveness in terms of meeting identified goals.

4. An attitude prevails that private profit-making businesses are self-centered, self-perpetuating, greedy, outmoded institutions closed to minority groups. Successful businesses respond to social and economic needs as well as profitability. Greater understanding of business could be achieved through exploration of profitability as incentive for economic units to effectively meet the needs and services desired.

B. ANTICIPATED BENEFITS

1. Unequal educational and environmental opportunities will be minimized when people of all cultures and life styles understand and participate in various enterprises at all levels. This High School Institute will provide exposure and some experience to students in American economic organization and management techniques.
2. Providing students with opportunities for multicultural experiences will promote the kind of understanding that will erase boundaries of cultural dissension while maintaining the individual cultural identity.
3. The Institute will provide the student with additional alternatives with which to construct a more enriched life for the future in cooperation with people of all cultures and life styles.
4. The Institute presents the economy at work and will provide the student with the knowledge of the skills that are necessary to succeed in that environment.
5. The Institute will enhance the public awareness of the social and educational involvement of the Junior Chamber of Commerce

group effectiveness in terms of meeting identified goals.

4. An attitude prevails that private profit-making businesses are self-centered, self-perpetuating, greedy, outmoded institutions closed to minority groups. Successful businesses respond to social and economic needs as well as profitability. Greater understanding of business could be achieved through exploration of profitability as incentive for economic units to effectively meet the needs and services desired.

B. ANTICIPATED BENEFITS

1. Unequal educational and environmental opportunities will be minimized when people of all cultures and life styles understand and participate in various enterprises at all levels. This High School Institute will provide exposure and some experience to students in American economic organization and management techniques.
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3. The Institute will provide the student with additional alternatives with which to construct a more enriched life for the future in cooperation with people of all cultures and life styles.
4. The Institute presents the economy at work and will provide the student with the knowledge of the skills that are necessary to succeed in that environment.
5. The Institute will enhance the public awareness of the social and educational involvement of the Junior Chamber of Commerce

and the business community.

6. The Institute will encourage individual capabilities and strengthen motivation for continuing development of capabilities through formal and informal training.
7. Young people will get firsthand opportunities to observe the concerns and contributions made by business toward the problems arising in a progressive society.

II. OBJECTIVES

1. To give the business community an opportunity to interact with the students from a variety of backgrounds.
2. To provide opportunities for students to come together and interrelate with other students of different cultural backgrounds and life styles.
3. To provide the business community the opportunity to improve its community image by breaking down negative attitudes.
4. To allow the students the opportunity to interact with persons in management positions.
5. To provide the student with the opportunity to gain firsthand information about the business community and alternative opportunities.
6. To make students aware of the skills necessary to be a successful manager.
7. To provide students with the knowledge of formal and informal educational requirements in specific career fields (e.g. CPA, M.D., law).
8. To provide students with the knowledge of the affirmative action hiring policies of various businesses.
9. To provide the Los Angeles Unified School District with an operational model of an alternative educational process.
10. To provide an opportunity for parents to become involved in the learning experience of students as well as gaining an awareness of the contributions of the business community.
11. To provide multicultural teams of students the opportunity to successfully accomplish tasks based on mutual interests.

A. RELATED PROJECTS

The High School Institute of Economic/Management Studies is conceptually related in varying degrees to the following educational programs:

1. Program for Intergroup Education (PIE)
2. Area Program for Enrichment Exchange (APEX)
3. Summer Enrichment Exchange Program (SEEP)
4. Careers Day in Business
5. Alternative School Program
6. Comprehensive Career Education

III. DEVELOPMENT OF PROGRAM

A. PHASE I - CURRICULUM DEVELOPMENT AND PLANNING
(October 15, 1972 - February 3, 1973)

This phase commences immediately upon procurement of financing and necessary approvals. The phase will be staffed as follows:

Administrator

Curriculum Coordinator

Monitor/Evaluator

Certificated Teachers (4)

Professional Experts (2)

Various members of the Junior Chamber of Commerce and Los Angeles School District

Objectives of Phase I:

a. Organization - Develop administrative procedures.

b. Curriculum - The curriculum shall be developed by a committee composed of the entire staff for Phase I.

    1. Develop specific curriculum for Phase II.

    2. Determine supportive instructional materials required.

    3. Determine physical equipment and supplies required.

c. Operational Needs

    1. Specify equipment to be procured.
    2. Order equipment.
    3. Install equipment.
    4. Prepare facilities.
    5. Develop class schedules.

d. Staffing

    1. Determine business participants.
    2. Evaluation and hiring of staff.

e. Student Selection

    1. Develop information brochure.
    2. Develop application forms.
    3. Establish screening committees.

f. Staff Development

    1. Orientation.
    2. Pre-service training.
    3. Evaluation of pre-service.

g. Monitoring and Evaluation

    1. Develop evaluative procedures.
    2. Develop monitoring and control procedures.
    3. Develop evaluation and monitoring tools.

B. PHASE II - PILOT INSTRUCTIONAL PROGRAM - (February 4, 1973 - June 16, 1973)

This phase involves actual participation of 80 students during the Spring 1973 school semester, evaluation of the process, cultivation of cross-cultural interchange, and correlation of student interests with career opportunities.

C. PHASE III - PROGRAM EVALUATION, REVISION, EXPANSION AND PREPARATION FOR FULL PROGRAM - (June 17, 1973 - August 11, 1973)

Based on the actual experiences gained in the previous phases, an expanded staff must be trained, and curriculum coverage, techniques, etc. revised to provide a more efficient and effective program. The staff will be expanded to include more teachers and businessmen.

D. PHASE IV - FULL INSTRUCTIONAL PROGRAM - (September 9, 1973 - December 29, 1973)

In this phase, the student population will be expanded to 10 modules for a total of 400 students, with appropriate staff. Per student cost will decrease significantly during this phase. (The complete proposal is included in Appendix C.)

SECTION IV-A

PROPOSAL CONCEPTS FOR EXPANSION
OF
ONGOING PROGRAMS

PROGRAM FOR INTERGROUP EDUCATION
(PIE)

SECTION IV-A

PROPOSAL CONCEPT
FOR
PROGRAM FOR INTERGROUP EDUCATION (PIE)

I. OVERVIEW OF THE PRESENT PROGRAM

II. OBJECTIVES OF THE PRESENT PROGRAM

III. STAFF DEVELOPMENT

IV. EVALUATION

V. PROPOSED EXPANSION

VI. PROPOSED TIME SCHEDULE FOR EXPANSION

  A. Phase I - First and Second Years

  B. Phase II - Third Year

  C. Phase III - Fourth Year

  D. Phase IV - Fifth Year

I. OVERVIEW OF THE PRESENT PROGRAM

The Program for Intergroup Education (PIE) is part of mandated intergroup relations component for the E.S.E.A., Title I program in the Los Angeles Unified School District. It has two primary goals:

1. To advance cooperative interaction in a racially and culturally diverse society through processes of education and actual experience.
2. To provide relevant and motivating educational situations which broaden instructional experiences.

Through their participation in the program, students from differing ethnic, socioeconomic, and religious backgrounds are motivated toward greater academic achievement and development of interpersonal relationships. Pairs of teachers, one each from an E.S.E.A. and non-E.S.E.A. school, develop an instructional theme in a subject area of their choice, such as language arts, mathematics, science, social studies or student government. Pupils and teachers cooperatively develop objectives and learning activities for both classes. The classes have parallel instruction as they work to meet the objectives.

The classes alternate bimonthly meetings in each of the two schools or take educational trips together. On these days the paired classes work, play, eat lunch, ride the bus, and generally function as a single, large class. In this manner interpersonal relationships and cultural understandings are developed.

Community advisory groups make determinations as to the number of PIE classes in their schools. Parents are urged to participate in the planning, implementation and evaluation of the program on a continuing basis.

To participate in the program, children must have written consent from their parents. The teachers and administrators participate on a voluntary basis.

II. OBJECTIVES OF THE PRESENT PROGRAM

PIE encourages and motivates students to understand, appreciate and respect the cultural heritage, values, and life styles of various peoples represented by individual students. Specific objectives of the program are:

1. To develop in children positive attitudes toward other socio-economic and/or ethnic groups through multicultural experiences.
2. To develop and continue positive interaction among students of diverse backgrounds.
3. To provide relevant and motivating educational situations, thereby raising the academic level of students.
4. To increase the student's awareness of his individual capabilities and to more thoroughly develop each student's self-concept.
5. To develop students' skills in group interactions, interrelationships, and interdependencies.
6. To develop lines of communication between racially isolated communities so that children can realistically function in a multicultural society.
7. To develop in students a knowledge of some of the resources available throughout Southern California.

III. STAFF DEVELOPMENT

Staff development includes eight full day meetings scheduled throughout the school year with a teacher substitute provided. Through problem solving, role playing, and small group seminar sessions teachers exchange ideas and build an individualized curriculum. They concentrate on a personalized learning process which will allow each student to develop to his own potential.

Presentations by resource personnel assist teachers in developing techniques and greater understanding of the issues that are involved in promoting intergroup understanding.

In recruiting teachers and administrators, emphasis is placed on having personnel who are able to relate to students of all racial, social, and economic backgrounds.

The PIE Mobile Unit for Cultural Understanding functions as a traveling resource center and provides supportive programs and services for staff, students, and community. It is located in various communities on a monthly basis.

IV. EVALUATION

Evaluation input from participating students, staff, parents, and community groups indicates that the PIE Program has been very effective in promoting intergroup relations.

V. PROPOSED EXPANSION

Presently, there are 176 classes from 108 schools, with about 6,150 students participating.

Although the extent of PIE participation is presently dictated by the limited availability of Title I funds, many non-participating schools (and parents) have indicated a desire for this type of activity.

Four School-Community Study Groups are presently evaluating the existing program in terms of its effectiveness and adaptability to meeting multicultural education objectives.

Based on the recommendations of these Study Groups, a Districtwide expansion of this voluntary program is envisioned over a five-year period. It is proposed that the program be expanded to include 1,354 PIE classes or about 40,700 students at the elementary level. At least one PIE class would exist in every elementary school in the District. The desired ratio would be one PIE class for every 250 elementary students. The Secondary Program would develop to include 3,700 students or more.

IV. PROPOSED TIME SCHEDULE FOR EXPANSION

A. PHASE I - FIRST AND SECOND YEAR

Planning - Projected dates - March 1973 to September 1973

1. Proposed expansion: 220 new classes.
2. Select new PIE schools.
3. Ascertain staff personnel needs.
4. Expand curriculum and activity design, evaluation instruments.
5. Establish administrative coordinating procedures between PIE staff and newly participating schools.
6. Ascertain transportation needs.
7. Expand teacher training program.
8. Plan and implement expanded student recruitment program.
9. Ascertain equipment and supplies needs.
10. Expand participation of community, civic, and parent organizations.

Implementation - Projected dates - September 1973 to September 1974

1. Commence classes.
2. Continue creating specialized instructional materials.
3. Provide for input from PIE staffs and community.
4. Offer additional teacher in-service sessions.
5. Provide parent orientation workshops.
6. Provide educational field trips.
7. Provide for continual internal evaluation.
8. Schedule visitations by independent evaluation team.

Modifications

1. Prepare evaluation of program by all involved parties.
2. Gather all data for final evaluation.
3. Establish modifications for existing program and further expansion.
4. Disseminate program findings to appropriate schools and agencies on local, state and national levels.

B. PHASE II - THIRD YEAR - Projected dates - September 1974 to September 1975

1. 250 additional PIE classes will be created based on refinements and modification of existing programs.
2. Provide needed supportive services.
3. Provide for program evaluation.

C. PHASE III - FOURTH YEAR
Projected dates - September 1975 to September 1976

1. 350 additional PIE classes will be created based on refinements and modification of existing programs.
2. Provide needed supportive services.
3. Provide for program evaluation.

D. PHASE IV - FIFTH YEAR
Projected dates - September 1976 to September 1977

1. 454 additional PIE classes will be created based on refinements and modification of existing programs.
2. Provide needed supportive services.
3. Provide for program evaluation.

SECTION IV-B

PROPOSAL CONCEPTS FOR EXPANSION OF ONGOING PROGRAMS

AREA PROGRAM FOR ENRICHMENT EXCHANGE (APEX)

SECTION IV-B
PROPOSAL CONCEPT FOR A MULTICULTURAL APEX

I. INTRODUCTION

II. OVERVIEW

III. OBJECTIVES

IV. PILOT PROGRAM
  - A. General Design
  - B. Curriculum
  - C. Community Outreach
  - D. Teacher Training
  - E. Criteria for Site Selection
  - F. Existing Models

V. IMPLEMENTATION
  - A. Phase I - First and Second Year
  - B. Phase II - Third Year
  - C. Phase III - Fourth Year
  - D. Phase IV - Fifth Year

VI. ASSESSMENT

VII. PERSONNEL

APPENDIX

Suggested Courses and Course Descriptions

PROPOSAL CONCEPT FOR A MULTICULTURAL APEX

I. INTRODUCTION

A proposal concept for a Multicultural Area Program for Enrichment Exchange (APEX) is presented here. Upon concept approval by the Board of Education the following steps must be taken before requesting Federal funding of this program:

1. Four APEX Center sites need to be selected.
2. Area Superintendents must develop cost estimate for their APEX Center.
3. Transportation costs must be calculated.

II. OVERVIEW OF PROPOSAL CONCEPT FOR A MULTICULTURAL APEX

The diverse composition of our society requires a system of education which better prepares youth to understand, respect, and relate to a multiplicity of life styles. In addition, our democratic commitment to equal educational opportunities for all requires that youth be exposed to curricula that will enable them to become productive members of society.

Because of the expansive geographic setting of the Los Angeles Unified School District and prevailing neighborhood housing patterns many Los Angeles students have had little opportunity to interact with students of different backgrounds who have similar interests and career plans.

Multicultural APEX is an educational program which will offer students of different socioeconomic and ethnic backgrounds the opportunity to meet and jointly participate in educational experiences not normally offered in their regular school curriculum.

Since education is a prime factor related to employment, citizenship, and social progress, the Multicultural APEX will encompass three main goals:

1) Provide enriched curriculum far beyond the scope and limits of individual schools.
2) Change in a positive direction attitudes toward other ethnic and cultural groups through multicultural experiences.
3) Stimulate a voluntary program of exchange among students.

The Multicultural APEX is envisioned as a five-year project involving eight sites. Four (4) pilot sites will operate during the first two years of the project. Two (2) sites will be added in the third year and two (2) more sites will be added in the fourth year. It is essential that a full funding commitment be made to this timeline in order to insure complete development and refinement of the program and its objectives.

III. OBJECTIVES

(1) To provide multicultural experiences designed to facilitate positive interaction among students of varied ethnic and cultural backgrounds.

(2) To provide a program of enriched quality education designed to improve the grades, attendance, work habits, and cooperation of those students participating in the program.

(3) To develop in students and in school personnel a positive attitude toward the abilities and talents of students from various ethnic and cultural backgrounds.

(4) To develop a positive attitude among the participating students toward each other as human beings and toward divergent ideas and philosophies.

(5) To provide students with exploratory courses designed to open new areas of interest. Both school and community facilities will be utilized.

(6) To provide students and their parents the opportunity to hear the finest authorities in a subject field.

(7) To provide counseling and guidance to parents and to students on career opportunities.

(8) To provide students with vocational and avocational experiences utilizing both school and community facilities.

(9) To provide placement for high school students and afford them practical experience so that they may draw upon these first-hand experiences in planning for and in selecting a future goal.

(10) To provide special training for administrators, teachers, and parents in crosscultural communication.

(11) To develop and use community-based groups to foster education objectives.

IV. PILOT PROGRAM

A. GENERAL DESIGN

The program will operate at four pilot high school site (Multicultural APEX Centers) selected to facilitate interaction between students from all areas of the school district. Each Center will specialize in two specific subject areas.

Students will be transported to these Centers for specialized training in the subject areas of their choice. It is estimated that approximately 400 students will be enrolled at each APEX Center during each school year.

With the exception of some highly academic courses with specific prerequisites, the interest on the part of the individual student will be the basis for enrollment in classes at the Centers. Students may participate on a part-day as well as full-day basis.

The Multicultural APEX Centers will provide the most innovative teaching techniques and instructional supplies and materials in the best possible physical setting. The following subject specializations will be offered by the APEX Program:

Art-Music Center
Business Education Center
English-Performing Arts Center
Foreign Language Center
Homemaking Education Center
Industrial Education Center
Science-Mathematics Center
Social Studies Center

The Multicultural APEX will promote the concept that schools should utilize community resources in providing enrichment experiences as a basis for their instructional program.

All APEX Centers will have direct access to the proposed District Multicultural Education Resource Information Center. This information

Center will maintain up-to-date files on community-civic-educational resources, lecturers, field experts, etc.

B. CURRICULUM

During the curriculum development phase,teachers and outside experts will be brought together to produce curriculum modules and instructional materials in the various subject fields.

Throughout the duration of the program the curriculum and instructional designs will be evaluated and refined for recycling into the classroom.

See Appendix for suggested courses and course descriptions.

C. COMMUNITY OUTREACH

School-community advisory Study Groups will assist in planning the educational and cultural needs of the Multicultural APEX Centers. These Study Groups will also assist in the continuous task of evaluating the pilot programs. In addition, they will serve as an important link in maintaining liaison with parent and community groups.

D. TEACHER TRAINING

All teachers will be given pre-service and ongoing inservice training. These sessions will provide the teacher with the background of the program and methods and materials to be used in the classroom. Training will also be given on how to use educational aides effectively. In addition to district training personnel, the expertise of surrounding institutions of higher learning will be utilized. Tied closely to this aspect will be teacher workshops on intergroup relations and cross-cultural communication.

E. CRITERIA FOR SITE SELECTION

1. Sites should lend themselves to transportation consideration.
2. Sites should have required housing facilities.

3. Insofar as possible, sites should be adjacent to areas representing various ethnic groups.
4. The administrators of site schools should be fully committed to multicultural education.

F. EXISTING MODELS

Two excellent program models presently exist in our School District: The East/Northeast Model Cities APEX (Eagle Rock, Franklin, Lincoln, Roosevelt and Wilson High Schools) and the Mid-city APEX in South Central Los Angeles (Crenshaw, Dorsey, Fairfax, Hamilton, and Manual Arts High Schools).

In both programs students are transported to the subject centers of their choice for enriched curriculum. Evaluation input from students, teachers, parents and community groups show these two programs to be academically and administratively sound.

However, the present clustering of the participating schools do not lend themselves to multicultural interaction inasmuch as these schools serve predominately minority students (Mexican-American and Black).

V. IMPLEMENTATION

A. PHASE I - FIRST AND SECOND YEAR

Four (4) pilot sites--immediately upon award of contract:

Planning - Projected dates - March 1973 to September 1973

1. Select Multicultural APEX Center sites.
2. Select project personnel.
3. Develop curriculum and instruction design, evaluation instruments.
4. Establish administrative coordinating procedures between "sending" and "receiving" schools.

5. Ascertain student transportation needs.
6. Design teacher training program.
7. Plan and implement student recruitment program.
8. Establish liaison with local universities.
9. Ascertain equipment and supplies needs.
10. Convene Community Study Groups.
11. Enlist participation of community, civic, and parent organizations.

Implementation - Projected dates - September 1973 to June 1974

1. Commence classes.
2. Provide individual and group counseling for students.
3. Continue creating specialized instructional materials.
4. Provide for input from APEX staffs and community.
5. Offer additional teacher inservice sessions.
6. Provide parent orientation workshops.
7. Arrange educational field trips.
8. Provide for continual internal evaluation.
9. Schedule visitations by independent evaluation team.

Assessment and Revisions

1. Gather all data for final evaluation.
2. Prepare evaluation of program by all involved parties.
3. Establish modifications for existing program and new sites.
4. Disseminate program findings to appropriate schools and agencies on local, state and national levels.

PHASE II - THIRD YEAR

Projected date - September 1975. Two (2) additional sites will be created based on refinements and modifications of pilot projects and geographical considerations.

PHASE III - FOURTH YEAR

Projected date - September 1976. Two (2) additional sites will be created based on curricular needs and geographical considerations.

PHASE IV - FIFTH YEAR

Projected date - September 1977. Final program evaluations and considerations of possible expansion will be made.

VI. DATA AND INSTRUMENTATION

Under the supervision of the District's Measurement and Evaluation Section a continuous assessment of the APEX Program will take place.

1. Teachers, administrators, parents, and students will evaluate the instructional material and programming.
2. Community organizations will be involved in the overall evaluation of the program.
3. Inservice evaluation instruments will be developed to measure teacher inservice sessions.
4. Data will be gathered on the number and background of participating students.
5. A listing of all cooperating agencies will be compiled.
6. Periodic reports will be prepared by program staff and submitted to appropriate District and governmental agencies.
7. A summary report will be prepared by the program staff at the end of each school year.

VII. PERSONNEL

Project Director	Meets administrators qualifications in the L.A. Unified School District. Secondary Division	Responsible for the direct supervision of all aspects of the program. Is directly responsible for all personnel involved in the project.

Administrative Assistant	Meets administrators qualifications in the L.A. Unified School District. Secondary Division	Under supervision of the Project Director. Will assist in coordinating all personnel and activities in the project. Responsible for the procurement of housing, supplies and equipment.
APEX Center Coordinator	Meets administrators qualifications in the L.A. Unified School District. Thorough knowledge of secondary education.	Will serve as liaison with regular school program at center site. Will assist in procurement of supplies and equipment. Will assist in development, rewriting and assessment of curriculum. Work with project teachers in inservice training. Will coordinate all personnel and activities at center site. Will develop community outreach.
Student Counselor	Meets counselor certificate requirement of L.A. City Unified School District. Secondary Division	Under supervision of Center coordinator. Assists students to determine their educational needs, interests and abilities. Provides career guidance to students. Coordinate scholastic record keeping with students' home school.
Teacher	Meets secondary teaching certificate requirements of L.A. Unified School District. Experienced in teaching Center subject.	Under supervision of Center Coordinator. Implement course developed for the Center. Assist in evaluation of materials. Responsible for periodic oral and written evaluations.
Educational Aide	Member of local school community. Must meet criteria for Educational Aides of L.A. Unified School District.	Assist teacher in individualizing instruction. Assists teacher in preparation of materials and maintaining files. Help in liaison with home-school-community relations.

APPENDIX

SUGGESTED COURSES AND COURSE DESCRIPTIONS

Social Studies Center

1. Asian Studies

   Analysis of contemporary Asian problems

2. Mexican-American Studies

   Analysis of Mexican-American culture and its historical roots

3. Black Studies

   Analysis of contemporary socioeconomic problems confronting the black community

4. Comparative Religions

   Provides for a study and comparison of primitive religions, Hinduism, Buddhism, Judaism, and Christianity

5. Ecology

   Designed to give students an overview of man's physical environment and his role in it

6. Advanced Placement U.S. History AB: Equivalent to the introductory survey course in American History. Students may receive college credit by successfully passing the Advanced Placement Examination.

7. International Relations: Designed to help students acquire the concepts and knowledge which will better enable them to understand the variety of problems involved in the formulation and execution of United States foreign policy; to appraise the geographic, economic, political, and social forces which affect relations between nation-states.

8. Introduction to the Social Sciences: This course will offer the students an opportunity to study our changing world from the perspective of an overview of the social sciences. The concepts and generalizations acquired through class research should enable the students to obtain valuable insights in causes and solutions of human problems. Some areas of anthropology, economics, geography, political science, psychology, and sociology will be explored.

9. Psychology: Students will have an opportunity to investigate the mysteries of human thought, human behavior, and mental health.

The course will offer insights for self-understanding and relationships with family and friends. (Fall--Spring)

10. Contemporary American Problems: Three six-week mini-courses will be taught: Sociology, Law for Teenagers, and Consumer Education. Aims at promoting the use of critical thinking in regard to important social and economic problems relevant to the present scene. (Spring) 12th graders

11. Economics: Designed to give students a basic understanding of the United States economic system, as well as laws that underlie all economic systems: problems of scarcity, supply and demand, the market, the money system, and the role of the government. A text is used along with a supplemental study of the life and thought of the major economists from Adam Smith to the present. (Spring)

English - Performing Arts Center

1. Creative Writing: A course designed to extend and refine writing skills through directed practice in expository and creative form of composition. Includes evaluation of various forms of writing through group reading and discussion. Course will culminate with an anthology of student writing expressed in prose and verse.

2. Reading Center: Provide a reading center with a resource teacher and aide to include services, instruction, equipment, materials to assist students in improving their reading skills whether they be remedial or advanced. Should also act as a resource center for teachers who need assistance in improving their reading program.

3. Mass Media: A course designed to offer students a comprehensive and in-depth study of the mass media--television, newspapers, motion pictures, magazines, etc.

4. Play Productions: A class that will emphasize various aspects of stage direction, action, and technique. The course will culminate with a presentation of a full length play by the students in the cast.

5. Ethnic Theatre: The purpose of this course is to introduce students to various forms and styles of ethnic theatre. Includes experience in reading, acting, and production of Mexican-American, Black, Asian, and other works.

6. Stage Craft: The purpose of the course is to teach the students the art of set design, construction, lighting, setting up of the public address system, and other aspects of stage mechanics. The course should work closely with the play production class.

7. Ballet Folklorico: To teach students the art and beauty of typical Mexican dances. Through the media of the dance, students would also develop a better self-image and a greater appreciation for the history, culture, music, and art of Mexico.

8. Advanced Modern Dance: This course is designed to build upon previously developed dance skills. The emphasis will be on choreography and dancing as a performing art.

Science Center

1. Advanced Placement Biology

   Offers comprehensive understanding of the biological field; emphasis on evolution and ecology.

2. Marine Biology

   Ocean ecology and identification of local ecology pressure will be observed and study of life along bays, shores, and tidepools.

3. Microbiology - Bacteriology

   Laboratory science course with emphasis on techniques of handling, culturing, and identifying various microorganisms.

4. Special Research Seminar

   Designed to provide individual guidance in basic methodology of research; exchanges of ideas and independent studies; to promote the development of science projects for classes, local and national science competitions.

5. Man and His Environment

   Laboratory and field activities; students will travel to various places to witness what man has done to his environment.

6. Blacktop Ecology

   Field studies and experiments

Mathematics Center

1. Computer Mathematics

   Study of computer oriented problems, flow charting, and programming techniques

2. Computer Room Experience

   Provides advanced key punch operators direct experience in processing

3. Advanced Placement Analytic Geometry and Calculus

   Honors eligibility; leads to credit and advanced placement in college

4. Trigonometry-Mathematics Analysis: For able mathematics students

5. Advanced Algebra and Trigonometry AB: Meets prerequisite for Advanced Placement Calculus.

6. Advanced Placement Calculus: Honors eligibility: leads to credit and advance placement in colleges. Course laboratory period features; Computer Terminals

Business Education Center

1. Introduction to Data Processing

   Introduction to programming and flow charting, punched card machine principles, operation, and wiring; field trips to key punch installations

2. Advanced Data Processing

   Advanced data processing operations, extensive machine experience, flow charting and programming

3. Data Processing - Key Punch 1

   Key punch training for entry level operator position, preliminary training on simulated equipment and machine

4. Data Processing - Key Punch 2

   Advanced training in key punch machine and verifier

5. Airline Transportation

   Training in ticket sales and all other phases of airline cargo, hostess training and on-the-job experience in airline sales, scheduling, etc.

6. Intensive Office Procedures AB: Office machines, filing systems, clerical skills, preparation for immediate employment

Music Center

1. Comprehensive Musicianship

   Develops an understanding of music notation as symbolic of melodic, rhythmic, and harmonic meaning

2. Jazz Workshop

   Instrumentalists with proficiency required; involves arranging, composing, and improvising

3. Ethnomusicology

   Study of the contributions of varied ethnic and minority groups to the literature of music

Art Center

1. Studio 1 (advanced art media)

   Investigation of painting, printmaking, sculpture, painting trips, visits to studios and museums

2. Studio 2 (advanced art media)

   Emphasis on printmaking, techniques of etching, lithography, relief prints, serigraphy

3. Jewelry

   Jewelry making in metal and metal combined with wood, stone

4. Photography

   Exploration in creative visual communication; skills and techniques in black and white, color

5. Filmmaking

   Experience in the use of camera, symbol, lighting, music, and other elements of film production

Foreign Language Center

1. Individualized instruction in many languages--French, Spanish, Latin, Japanese, German, Russian, Chinese.

Homemaking Center

1. Diet Aide - 1 & 2

   Prepares for entry level in hospital dietary and food service

2. Nursery-Elementary Education

   Prepares for employment as aide in day-care center or introduction to child development for future teachers; experience with pre-school children

3. Commercial Sewing - 1 & 2

   Prepares for entry level in apparel construction, maintenance, and retail sales occupations

4. Preparation for Marriage: Designed to provide training in making decisions related to family economics and family relationships. Provides practical knowledge to meet everyday problems. Establishes the groundwork for competent adult consumership. 12th graders.

Industrial Education Center

1. Graphic Arts 3

   Emphasis on offset printing

SECTION IV-C

PROPOSAL CONCEPTS FOR EXPANSION
OF
ONGOING PROGRAMS

SUMMER ENRICHMENT EXCHANGE PROGRAM
(SEEP)

SECTION IV - C

PROPOSAL CONCEPT FOR EXPANSION OF SUMMER ENRICHMENT EXCHANGE PROGRAM (SEEP)

I. OVERVIEW OF EXISTING PROGRAM

II. PROPOSED DESIGN FOR EXPANSION

- A. Program Structure
- B. Curriculum and Resources
- C. Community Involvement
- D. Staff Development
- E. Objectives

III. IMPLEMENTATION OF EXPANDED PROGRAM

IV. PERSONNEL REQUIRED

PROPOSAL CONCEPT FOR EXPANSION OF THE SUMMER ENRICHMENT EXCHANGE PROGRAM (SEEP)

I. OVERVIEW OF EXISTING PROGRAM

The Summer Enrichment Exchange Program is a voluntary educational program which offers students, entire families, and neighborhoods of different socioeconomic and cultural backgrounds the opportunity for intergroup exchange. It is a live-in or resident experience for the guest student and his host family. An inherent part of the program is the involvement of the parents, community organizations, educational institutions, business and social agencies.

Three successful program models have been administered during the summers of 1970, 1971, and 1972. The programs have involved the San Fernando Valley and Watts communities.

The extent of the students' participation within the total community is a determining factor in measuring the effectiveness and degree of exchange and enrichment. The evaluation of the program involves students, teachers, administrators, and sending and receiving parents. Evaluation data indicates that the SEEP Program is academically, socially, culturally, and administratively sound.

Although extremely successful, it is recommended that the program be expanded to include participation by more communities so that the diverse composition of our District is represented.

II. PROPOSED DESIGN FOR EXPANSION

A. PROGRAM STRUCTURE

The proposed expanded SEEP will provide opportunities for participation by students and host families in many neighborhoods in the District, rather than the two communities presently taking part. Students will be transported during the program by the District to and from the students' resident communities and the host communities. Transportation will likewise be furnished by the District for parent and student activities related to the attainment of the program goals.

Participation in the program will be on a voluntary basis for both host and guest students. Student selection will be governed by the feasibility of implementation and interest in the opportunities provided by the program.

All participating students will be students in the host family neighborhood summer schools. On the high school level, students may be enrolled in and attend either the seminar class (three weeks in his host family resident community and three weeks in his regular school community) or the regular summer school program in the host community.

B. CURRICULUM AND RESOURCES

During the interim period between the ending of the previous program and the beginning of the next, the SEEP Director will be responsible for visiting multicultural classrooms and special programs and for evaluating them for the purpose of determining their value as they relate to the goals of the Summer Enrichment Exchange Program. Additionally, he will preview films and other non-print materials for possible program adaptation. Otherwise, the enrichment programming within each participating school is the responsibility of the school administrator.

The Summer Enrichment Exchange Program will also have direct access to the proposed District Multicultural Education Resource Information Center and its files on community-civic-educational resources, lecturers, field experts, etc.

C. COMMUNITY INVOLVEMENT

Community representatives will serve with remuneration as professional experts as part of the implementation staff. They will organize program advisory committees and support committees. They will serve as liaison between parents and students who apply and are ultimately admitted to the program and the schools. They will assist with the selection of professional experts to serve as workshop leaders for the parent orientation, human relations, and staff sessions. They will assist with social activities for all program participants. They will plan and conduct Advisory Committee meetings regarding program implementation.

D. STAFF DEVELOPMENT

Teachers participating in the summer school program will take part in staff development workshops to be cooperatively planned and organized by the Program Director and the Administrative Coordinators of the areas who are responsible for summer school coordination. The workshops shall be conducted prior to the termination of the school Spring semester.

E. OBJECTIVES

The terminal goals for the program are:

- To provide, cooperatively with community, an actual live-in summer resident educational experience on a voluntary and invitational basis.
- To create through the live-in experience a climate for positive attitudinal change, from mere toleration of different cultures to positive understanding of and appreciation for the abilities, talents, contributions and life styles of different cultural groups.
- To provide a stimulating, motivating, challenging educational environment in totally different ethnic settings for guest students.

- To improve the self image of the learners as a result of being able to compete and succeed among peers of a different socioeconomic, ethnic, or cultural group.

III. IMPLEMENTATION OF EXPANDED PROGRAM

1) District personnel and community representatives will locate and list pertinent data regarding volunteer host families throughout the school community.

2) District personnel and community representatives will recruit and list pertinent data regarding student applicants throughout the school community.

3) District personnel and community representatives will determine the most feasible and profitable means of disseminating information about the program to community, religious and social agencies (private and public), and communication media.

4) District personnel and community representatives will develop methods for meeting, interviewing, and screening both potential host families and student applicants and compile lists of each of those persons who seem to be most likely to profit from participating according to the stated and listed goals of the program.

5) District personnel and community representatives will develop methods and opportunities for the responding host families and student applicant families to participate in the "matching" processes.

6) District personnel and community representatives will develop suggestions for appropriate cultural exchange experiences to facilitate positive interaction among the families.

7) The District personnel will, with community representatives, develop a program for cultural exchange enrichment opportunities directed toward improved self images and positive attitudes toward the images of others.

8) The District personnel and community representatives will select outstanding specialists in various fields to enhance the learning opportunities of participating parents and seminar students in the program.

9) The District will provide a certificated and credentialled staff to counsel with and provide guidance for participating families and students in the program as well as the educational school staffs serving participating students.

10) The District will provide the means and opportunities for Parent Orientation, Human Relation, and Staff Development Workshops designed to meet the goals of the program.

11) The District and community representatives will create an Advisory Committee of volunteers representing parents, students, and community agencies and groups.

IV. PERSONNEL REQUIRED

Program Director	Meets administrator's qualifications as set forth by Los Angeles Unified School District	Responsible for the program planning and implementation. Is responsible for all personnel involved in the program.
	District experience in the inner city and host communities is desirable.	
	Experience working with school-community advisory committees.	Responsible for developing a system of accountability for all supervised personnel including community representatives and professional experts.
		Responsible for all transportation arrangements, permits and waivers, and contracts.
Community Representatives	Active experience working with school personnel and community advisory committees.	Responsible to Program Director.
	Experience working with local community agencies.	Responsible for developing community advisory committees for the program and other related support committees.
	An automobile.	
	Bilingual skills desirable.	Recruitment of students and hosts.
Intermediate Clerk Typist	Experience with school and community groups.	Responsible to Program Director.
	Bilingual skills desirable.	Responsible for typing, filing, telephones, reproduction of materials, budget records, ordering supplies, maintenance of equipment and other related duties.

Counselor	Experience in multicultural counseling and guidance. Bilingual skills desirable. Classroom or counseling experience on the elementary and secondary levels.	Responsible to Program Director. Provides counseling service to parents, students, teachers, administrators, at both the sending and receiving schools.

SECTION IV-D

PROPOSAL CONCEPTS FOR EXPANSION
OF
ONGOING PROGRAMS

PERMIT WITH TRANSPORTATION
(PWT)

SECTION IV-D

PROPOSAL CONCEPT FOR EXPANSION OF PERMITS WITH TRANSPORTATION PROGRAM (PWT)

I. OVERVIEW AND OBJECTIVES OF PRESENT PROGRAM

II. SUGGESTED EXPANSION: SUPPORT SERVICES

III. AGENCY INVOLVEMENT

IV. COMMUNITY INVOLVEMENT

APPENDIX

Organizations Contacted

PROPOSAL CONCEPT FOR EXPANSION
OF
THE PERMITS WITH TRANSPORTATION PROGRAM (PWT)

I. OVERVIEW AND OBJECTIVES OF PRESENT PROGRAM

The plan for the Permits with Transportation Program in the Los Angeles Unified School District is to provide an alternative to children and to parents that will allow them to participate in a multicultural school experience.

This effort in the area of providing voluntary transportation for students attending schools other than their schools of residence dates back to 1968 when the former Voluntary Bussing Program (later called the Voluntary Transportation Program , VTP) , was initiated.

Effective September, 1972, the District has merged the former VTP and the Earthquake Displacement Program with private community transportation programs. The new District program is called Permits with Transportation (PWT). The objectives of the program include the following:

A. To contribute to the District's effort in the area of providing a multicultural education for the maximum number of students possible.

B. To relieve overcrowding in mid-city and earthquake-affected schools and to provide for more effective utilization of classroom space.

C. To provide maximum opportunities for pupils and parents of divergent cultures to know and understand each other.

D. To enable additional elementary school pupils to attend classes for a full day.

E. To provide maximum opportunities for increasing community and parental involvement in school affairs.

II. SUGGESTED EXPANSION: SUPPORT SERVICES

Consideration of successful growth of the program would suggest that adequate provision be made for the kinds of support services at the receiving school that would ensure success.

Experience with the VTP has indicated that when efforts at the receiving school are well planned and coordinated, the benefits to the students, both home and transported, are more significant.

These areas of support include:

- Staff development for certificated, as well as classified personnel
- Community relations
- Curriculum enrichment related to promoting positive multicultural aspects of curriculum
- Pilot programs of extending the learning environment to the bus
- Extra availability and flexibility for bus scheduling to allow maximum student participation in the total school and community programs
- Provision for parents to be transported to special activities involving Advisory Councils, open house activity, and other essential experiences for total involvement

It can be seen from this brief description that the District effort is more than just a transportation program moving students from one school to another. The pre-operative stage and the follow-through stage assume a more critical importance determining whether the components available and the diversity of students involved will actually contribute to the learning environment and broaden the student's social awareness of himself and of others.

III. AGENCY INVOLVEMENT

Because of the widespread interest in the District's efforts toward multicultural education activity, it is reasonable to project concern among community agencies and representatives of the media.

Attached is a list of contacts receiving communication regarding the District's plan involving the Earthquake Displacement children. This list, modified or added to as needed, would serve as a preliminary source of community input as well as a means of communication to the public. (Appendix)

IV. COMMUNITY INVOLVEMENT

At the point of the development of supportive services at the receiving schools, involvement by the parents would seem to be critical. This involvement, both by the sending and receiving parent communities, would be invaluable to the general creation and execution of programs dealing with staff development, curriculum enrichment, community relations, and extra curricular and social activities at the school. In addition, parents in the receiving community can act as "host" parents in assuming interest and responsibility for the participating children. This is especially helpful with the younger children and in emergency type situations. Routine community and parent involvement through PTA's and Advisory Committees would also serve to enable the program to be understood and supported more widely.

APPENDIX

ORGANIZATIONS CONTACTED

I. Newspapers:

1. Los Angeles Sentinel
2. Wave-Star Publications Weeklies
3. News-Advertiser Group
4. Hicks-Deal Wilshire Press Group
5. La Opinion
6. Los Angeles Times
7. Rafu Shimpo
8. Valley News and Greensheet
9. Santa Monica Evening Outlook
10. Northeast Newspapers
11. La Voz
12. City News Service
13. L.A. Herald-Examiner

II. Radio - TV

1. KGFJ
2. KBCA
3. KWKW
4. KMEX
5. KWKW, KALI
6. Channel 2 - KNXT
7. Channel 4 - KNBC
8. Channel 7 - KABC
9. Channel 5 - KTLA

III. Community Organizations

1. Council of Community Clubs, Inc.
2. Institute of Child Advocasy
3. U.T.L.A.
4. N.A.A.C.P.
5. Urban League
6. South East Neighborhood Adult Participation Project Center
7. Los Angeles County Human Relations Commission
8. South-Central Welfare Planning Council
9. Black Education Commission
10. S.E.T.O.
11. Southern Christian Leadership Conference
12. Council of Black Administrators
13. Crenshaw Neighbors

14. Black Catholic Lay Caucus
15. Teen Post, Inc.
16. Operation Bootstrap
17. Nation of Islam, Mosque No. 29
18. Mt. Zion Hill Church
19. Second Baptist Church
20. Holy Name Catholic Church
21. Trinity Baptist Church
22. Mt. Olive Baptist Church
23. Wesley A.M.E. Church
24. First A.M.E. Church
25. Holman Methodist Church
26. Zion Baptist Church
27. St. Odilia's Catholic Church
28. Avalon-Carver Community Center
29. Japanese American Citizen's League
30. Jewish Federation - Council of Greater Los Angeles
31. Mexican-American Education Commission
32. Asian-American Education Commission
33. A.M.A.E. - Association of Mexican-American Educators
34. 31st District, P.T.A.
35. 10th District, P.T.A.
36. L.A.A.S.S.A. Executive Board and Secretary
37. Senior High School Principals Association
38. A.E.S.A. Executive Board

SECTION V

PROPOSAL FOR PROTOTYPE SCHOOLS
FOR
TOTAL MULTICULTURAL EDUCATION EFFORTS

SECTION V

PROPOSAL FOR PROTOTYPE SCHOOLS FOR TOTAL MULTICULTURAL EDUCATION EFFORTS

I. OVERVIEW

  A. Need
  B. Characteristics of Multicultural Programs

II. RECOMMENDED PILOT SITES

III. BUDGET ESTIMATE

PROPOSAL FOR PROTOTYPE SCHOOLS
FOR
TOTAL MULTICULTURAL EDUCATION EFFORTS

I. OVERVIEW

A. NEED

The Los Angeles Unified School District is geographically set so that it is extremely difficult to implement total physical desegregation programs on a Districtwide basis. Until now, the results of this situation have shown that research and planning have essentially been limited to separate pilot efforts with different groups of students, teachers, and parents being involved in each attempt. Because of this diversified effort, we have seldom generated total focus on one designated group of parents, teachers, and students--and have achieved few definitive results.

A need exists to identify testing grounds of elementary and junior high schools upon which multiple efforts in multicultural education can be brought to bear.

B. CHARACTERISTICS OF MULTICULTURAL PROGRAMS

Multicultural education is an educational experience which reflects and embodies the diverse nature of our society. The results of this educational experience are an internalized respect, appreciation, and therefore acceptance of one's own culture and of cultures different from his own.

1. Multicultural programs better prepare youth to function in a changing society by providing them with the ability to diagnose and treat cultural misunderstandings and prejudice.

2. Multicultural programs maintain individuality and preserve cultural and ethnic identities, while promoting equal opportunity and social cooperation.

3. Multicultural programs focus on cognitive and affective areas of learning, utilizing the total learning experience the youth brings to school, and the experiences offered to the youth under the joint leadership of school and community.

4. Multicultural programs provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds.

5. Multicultural programs reflect the diverse nature of the total student population.

6. Multicultural programs provide for the acceptance of differences and reciprocity of cultural values, while maintaining social relations without dominance of one group over another.

7. Multicultural programs provide opportunities to develop knowledge of and respect for the rights, privileges, and responsibilities of everyone in our society.

8. Multicultural programs provide opportunities for students to know, and to have others know, what persons of their cultural and ethnic groups have contributed to mankind through the years, as well as what they are contributing to today's society.

9. Multicultural programs provide cultural and racial cooperation through processes of education and actual experiences.

10. Multicultural programs provide opportunities for the individual to choose to adapt to the practices of his own life those cultural traditions and expressions of his group he considers most appropriate for himself, and also adopt cultural expressions of other groups that may suit his personality and values (cultural synthesis).

II. RECOMMENDED PILOT SITES

The following elementary and junior high schools have been recommended by Area Superintendents as possible sites for pilot multicultural programs.

AREA A - Mrs. Mildred Naslund, Area Superintendent

Curtis Junior High

AREA B - John F. Leon, Area Superintendent

Woodlawn Avenue Elementary

Gage Junior High

South Gate Junior High

AREA C - Allen A. Sebastian, Area Superintendent

- Emerson Manor Elementary
- Orville Wright Junior High

AREA D - Mrs. Josie G. Bain, Area Superintendent

- Bellagio Road Elementary
- Nora Sterry Elementary
- Emerson Junior High

AREA E - Frederick J. Dumas, Area Superintendent

- Audubon Junior High

AREA F - Dr. John J. Lingel, Area Superintendent

- Cortez Street Elementary
- Commonwealth Avenue Elementary
- Normandie Avenue Elementary
- Rosemont Avenue Elementary
- Vine Street Elementary

AREA G - Leonardo C. Pacheco, Area Superintendent

- Utah Street Elementary

AREA H - Richard T. Cooper, Area Superintendent

- Elysian Heights Elementary
- Micheltorena Street Elementary

AREA I - Dr. Dave Schwartz, Area Superintendent

- Arminta Street Elementary
- Montague Street Elementary

AREA J - Richard H. Lawrence, Area Superintendent

- Chandler Elementary
- Langdon Avenue Elementary
- Sylvan Park Elementary
- Van Nuys Junior High School
- Fulton Junior High School

AREA K - Dr. Norman Schachter, Area Superintendent

- Sharp Avenue Elementary
- Castlebay Elementary
- Olive Vista Junior High

AREA L - Herbert M. Cadwell, Area Superintendent

- Calvert Street Elementary
- Canoga Park Elementary
- Northridge Junior High

III. BUDGET ESTIMATE

No further funds required

SECTION VI

PROPOSAL FOR MULTICULTURAL EDUCATION RESOURCE INFORMATION CENTER

SECTION VI

PROPOSAL FOR MULTICULTURAL EDUCATION RESOURCE INFORMATION CENTER

I. OVERVIEW OF RESOURCE INFORMATION CENTER
    A. Need
    B. Anticipated Benefits
    C. Community to be Served

II. OBJECTIVES

III. ORGANIZATION PLAN
    A. Personnel Requirements
    B. Services
    C. Facilities
    D. Equipment

IV. IMPLEMENTATION SCHEDULE
    A. Phase I - Planning, Staff Training, and Initial User Contact
    B. Phase II - Pilot Operation
    C. Phase III - Full Service Operation

V. EVALUATION

VI. BUDGET ESTIMATE

I. OVERVIEW OF RESOURCE INFORMATION CENTER

A. NEED

There is a growing awareness in the educational community that schools should offer a program more representative of and relevant to all sectors of society. To plan and implement a program which is multicultural, educators need easy access to the variety of resources already available and to the new materials being produced to meet this need. Curriculum materials being developed by individual teachers need to be collected, screened, and made available. New approaches to curriculum and school organization resulting from recent research should be publicized. The experiences of other districts in planning for integration and for a multicultural curriculum need to be made known. Although LAUSD has many resources on which educators can call when developing school programs which serve all ethnic groups, it is frequently difficult and very time-consuming to locate the desired information.

B. ANTICIPATED BENEFITS

The Multicultural Education Resource Information Center will collect, index, and disseminate curriculum and research materials concerning multicultural education and related factors such as integration, interaction of the schools and the community, attitudes, influences of non-academic conditions, and innovative school programs. The Center will have the capability of servicing individual research requests as well as generating information useful to the whole District. Anticipated kinds of information include bibliographies and resource compilations, state-of-the-art summaries, and reviews of the literature. Dissemination will be in cooperation with the Office of Multicultural Education and the District public information facilities.

Services of the Resource Information Center will augment but not duplicate services of the Professional Library or the District curriculum specialists. Cooperation with these agencies is desirable for maximum efficiency.

In addition to materials, a Human Resource File will be maintained, and information regarding people who can assist in multicultural projects will be available on request. A complete description of the File and how it will be compiled is given in Section VII.

C. COMMUNITY TO BE SERVED

The services of the Multicultural Education Resource Information Center will be available to all District educators and to members of the community who are working on projects that contribute toward multicultural education in the District schools. The Center will offer research support to all the projects presently outlined in the Multicultural Education proposal, and related projects developed in the future. Cooperation with PIE (Section IV-A), for example, may take the form of providing curriculum bibliographies and sample materials to be used in the mobile unit. The staffs of the High School Institutes (Section III) may wish to use the Resource Information Center in the development of the human relations aspects of their programs. Results of the Curriculum Compilation (Section XI) will be collected and indexed in the Center.

Bibliographies and other public information produced by the Resource Information Center would of course be useful beyond District limits. Appropriate materials could be submitted to the ERIC system for national distribution.

II. OBJECTIVES

The general objectives of the Resource Information Center are:

- To provide research assistance supporting the development of multicultural education in LAUSD schools.
- To help keep District educators aware of current research and developments in multicultural education.
- To develop a retrieval system which will provide easy, rapid access to information relating to multicultural education.

Specific objectives, to carry out broad aims, are:

- To collect, index, and disseminate information on multicultural education and related topics.
- To provide documents, references, and information summaries in response to research requests by individuals.
- To produce bibliographies, state-of-the-art papers, reviews of literature, etc., to fit the needs of groups of users.

III. ORGANIZATION PLAN

A. PERSONNEL REQUIREMENTS

Center Supervisor - Responsible for planning and implementing all Center activities, including searching services; initiating dissemination of information; selecting, acquiring, and processing materials for the Center collection; maintaining liaison with cooperating professional and commercial agencies (schools, District personnel, libraries, publishers, community groups, etc.); and for budget, equipment, and Center personnel.

Library Assistant (Library Clerk) - Responsible for processing and maintaining the Center collection; assisting with searching activity both in the Center collection and externally; assisting in preparation of bibliographies; and clerical duties.

B. SERVICES

Many of the materials which would be helpful to potential users of the Multicultural Education Resource Information Center are those classified by libraries as "fugitive", that is, not published in a conventional form such as books or professional journals. Identifying, locating, and acquiring these fugitive materials is difficult and expensive. One way of speeding the search is to use one of the established automated information retrieval systems. To provide maximum searching efficiency at a reasonable cost, the Resource Information Center proposes to use the services of the San Mateo

County Education Resource Center (SMERC).

SMERC provides access to a nationwide education information service (ERIC) which includes research documents and journal articles, to a large collection of fugitive materials with an emphasis on education in California, and to all other significant indexes of education materials. In response to individual research requests they provide abstracts, references to books, microfiche (microfilm in card form) of documents, and photocopies of journal materials. They also generate bibliographies and would compile bibliographies at the special request of the local Center. They would supply to each District school copies of their publications including a monthly newsletter with current bibliographic information on education topics of interest. Also, they will assist in making the local Center services known to potential users.

One of the main emphases of the SMERC collection is materials on multicultural education. This has two points of significance for the Multicultural Education Resource Information Center: 1) SMERC, established in 1968, has already collected and indexed many documents relating to multicultural education that would be useful to LAUSD; 2) SMERC is one logical repository for materials collected by the Center and produced by other projects proposed here. SMERC would thus provide the link to keep LAUSD informed, and to inform others who might benefit by our experiences. Using the SMERC services rather than developing a duplicate, parallel information center locally will be less expensive and will provide benefits sooner within the District.

C. FACILITIES

The Center will require approximately 400 square feet to house bookcases, work tables, microfiche readers, photocopy equipment, and desks. If possible, there should be a small office and work space separated from the reading area.

The location should be central, have adequate visitor parking, be close to offices of the other multicultural education projects and to offices of related District operations. Adequate telephone service (two lines) is essential, since it is anticipated that most individual requests will be initiated by telephone, and the phone will also provide the Center's link to the external searching service in San Mateo County.

When the collection and searching capabilities are fully developed, it may be desirable to house some of the materials in decentralized locations or in mobile units for greater accessibility. However, for at least the first year a central office will be most efficient.

Eventually it may be desirable that the collection of materials and the services offered be merged into other District operations such as the Office of Urban Affairs, the Office of Instruction, and the Professional Library. (Planning for this cooperation and possible merger is included in Phase I.)

D. EQUIPMENT

Desks (2)
Desk chairs (2)
Work table (1)
Library tables (2)
Bookcases (7' tall sections) (3)
Legal size files (2)
Chairs (10)
Typewriters (2)
Photocopy equipment (capable of reproducing bound materials)
Microfiche readers (2)
Microfiche reader-printer (1)
Microfiche file cabinet (1)

IV. IMPLEMENTATION SCHEDULE

A. PHASE I - PLANNING, STAFF TRAINING, AND INITIAL USER CONTACT, January 1, 1973 to March 15, 1973.*

* January 1 date is contingent on funding by that time. All projected dates may be advanced if project is funded earlier.

Objectives of Phase I:

- Plan acquisition of materials, indexing, dissemination, methods of informing potential users of service, and routine operating procedures.
- Train staff. Supervisor will be trained by SMERC to act as linking agent. Supervisor will train Library Assistant.
- Establish liaison with cooperating agencies.
- Begin informing potential users of services available, and obtaining information about user needs.
- Plan cooperation with related District offices, such as Urban Affairs, Instruction, and the Professional Library. Establish Advisory Committee representing these offices.

B. PHASE II - PILOT OPERATION, March 16, 1973 to August 30, 1973.

Objectives of Phase II:

- Develop channels of information flow to users. Utilize Spotlight announcements, brochures, presentations to groups, radio announcements, etc.
- Initiate compilation of bibliographies based on general needs.
- Begin servicing individual search requests.
- Develop methods for evaluation of Center services, in cooperation with Advisory Committee.
- Continue acquisition, indexing, and maintenance of in-house collection.
- Evaluate pilot operation (Aug. 15 to Aug. 30), in cooperation with Advisory Committee, and revise methods accordingly.

C. PHASE III - FULL SERVICE OPERATION, September 1, 1973 to December 31, 1977.

Objectives of Phase III:

- Survey users and potential users to find out if availability of services is known, and to determine what additional services are most needed.
- Continue collection and dissemination of materials.
- Choose and prepare locally-produced materials for input into national information system.

V. EVALUATION

Phase I evaluation will be an informal examination of the objectives of the phase and how they have been carried out. The Resource Information Center staff in cooperation with the Office of Multicultural Education will make the initial assessment.

During Phase II, methods of evaluating the ongoing project will be developed by the Center staff, the Advisory Committee, and the Office of Multicultural Education. These methods may include asking each user to assess the quality of repsonse he got to his request, and surveying groups about the utility of the service. Comparison of the Center's service with other information centers is difficult because of non-parallel operations, so evaluation will be limited to internal considerations of the services provided. Cost per user should be monitored, with the expectation that the initial cost per user will be high but will decline as the operation is established.

Evaluation for Phases II and III will be annual, to be completed by August 15 of each year. This date will permit revisions in procedure before the opening of the new school year.

VI. BUDGET ESTIMATE

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. VI

TITLE: Multicultural Education Resource Information Center

COST CATEGORY

Estimated Total Cost of Activity

	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 23,081	$ 25,158	$ 27,423	$ 29,891	$ 32,581
Consultants and Contract Services	25,000	26,500	28,090	30,618	32,455
Travel					
Space					
Consumable Supplies	7,800	8,268	8,764	9,290	9,847
Rental, Lease or Purchase of Equipment	1,044	1,107	1,173	1,243	1,318
Other	3,500	3,710	3,933	4,169	4,419
Total	$ 60,425	$ 64,743	$69,383	$ 75,211	$ 80,620
CAPITAL OUTLAY Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

SECTION VII

PROPOSAL FOR MULTICULTURAL EDUCATION HUMAN RESOURCE FILE

SECTION VII

PROPOSAL FOR MULTICULTURAL EDUCATION HUMAN RESOURCE FILE

I. OVERVIEW OF THE RESOURCE FILE

    A. Need
    B. Anticipated Benefits

II. OBJECTIVES

III. PROJECTED DURATION

IV. COMMUNITY INVOLVEMENT

V. RESOURCE REQUIREMENTS

    A. Personnel
    B. Materials, Equipment, Services

VI. IMPLEMENTATION

    A. Phase I - Planning and Preliminary Operation
    B. Phase II - Operational Stage

VII. EVALUATION

VIII. BUDGET ESTIMATE

APPENDIX

Contact Letter and Information Form

I. OVERVIEW OF THE RESOURCE FILE

A. NEED

There are many District and non-District persons who would be willing to contribute their skills and time toward enriching the quality of education in the Los Angeles Unified School District through multicultural education concept development. However, the background, expertise, and possible contributions of most of these persons is essentially unknown at the present time.

As Study Groups and District planners become more involved with developing multicultural education work plans, they will have need for persons with different types of skills related to multicultural education.

B. ANTICIPATED BENEFITS

The Resource File will contain the names of people with talents and interests in the area of multicultural education. Included with the names will be contact information, skills, interests, available time, and fee, if any. Information will be indexed and cross-referenced. The index will cover a broad range of topics and will enable the user to readily locate desired information.

This file will be an integral part of the Resource Information Center and will be available to persons requiring the names of persons with specialized skills and interests relative to desegregation, integration, and multicultural education. This will provide for a centrally located and relatively complete listing of personnel related to this field.

II. OBJECTIVES

- Identification and compilation of a listing of persons with skills and interests relative to desegregation, integration, and multicultural education.

- Development and maintenance of the Resource File as a part of the Multicultural Education Resource Information Center.

III. PROJECTED DURATION

The Resource File will be cumulative. As new resources are identified, their names will be entered into the file. On a yearly basis, the file will be updated with removal of obsolete information and entry of revised and/or new information.

IV. COMMUNITY INVOLVEMENT

Many persons throughout the State and Nation will be identified and contacted. As other community members demonstrate interest, their permission will be requested to include their names in the Resource File. Also, community persons will be able to recommend names.

V. RESOURCE REQUIREMENTS

A. PERSONNEL

1. One consultant (1/8-man year) will be required to:
    a. Identify and contact possible resources.
    b. Design and supervise mailing of Resource File contact letter.
    c. Maintain and update the Resource File.
2. Clerical support

B. MATERIALS, EQUIPMENT, SERVICES

Stationery
Postage
Typewriter
MTST Typewriter (may be shared with other segments of the multicultural education project)
File and index supplies
Reproduction services

VI. IMPLEMENTATION

A. PHASE I - PLANNING AND PRELIMINARY OPERATION
July 1, 1972 to September 30, 1972

Objectives to Phase I were:

- Identify the purposes and goals of the Resource File.
- Develop the preliminary contact list.
- Develop the filing and index system.
- Design and distribute the first 400 contact letters.
- Enter the returned information into the file.

B. PHASE II - OPERATIONAL STATE - October 1, 1972 to June 1, 1977

Objectives of Phase II are:

- Continue identification and contact of resource persons.
- Continue entering information into the file.
- Integrate the Resource File into the Multicultural Education Resource Information Center.
- Plan possible automated support for filing and retrieval system (cooperation with System Development Corporation High School Institute to be considered).

VII. EVALUATION

Of the 400 mailed survey forms, completed responses to date indicate a positive attitude toward multicultural education and a willingness to contribute time and expertise to its development.

Continued evaluation will involve consideration of the frequency of the use of the file and the satisfaction of its users.

VIII. BUDGET ESTIMATE

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. VII

TITLE: Human Resource File

COST CATEGORY

Estimated Total Cost of Activity

	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 2,025	$ 2,202	$ 2,401	$ 2,617	$ 2,774
Consultants and Contract Services					
Travel					
Space					
Consumable Supplies	500	530	562	596	631
Rental, Lease or Purchase of Equipment	2,100	2,226	2,360	2,501	2,651
Other					
Total	$ 4,625	$ 4,958	$ 5,323	$ 5,714	$ 6,056
CAPITAL OUTLAY					
Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

LOS ANGELES CITY BOARD OF EDUCATION

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450 NORTH GRAND AVENUE
P. O. BOX 3307
LOS ANGELES, CALIFORNIA 90051
687-4301

WILLIAM J. JOHNSTON
SUPERINTENDENT OF SCHOOLS

Your name has been submitted to us as a person whose expertise can contribute greatly to multicultural understanding in the Los Angeles City School District.

The Systems for Multicultural Education Office is preparing a resource file which will include the names of persons with skills and talents in this area.

We would appreciate your filling out the attached forms and giving us permission to place your name in our file so that, as the occasion arises, we will be able to contact you as a resource person. If you have any suggestions or questions we would appreciate hearing from you. Our office telephone is 687-4172.

Thank you for your consideration.

Sincerely,

Ron Prescott, Administrative Coordinator
SYSTEMS FOR MULTICULTURAL EDUCATION

Peter E. Dibble, Adviser
SYSTEMS FOR MULTICULTURAL EDUCATION

RP/PED:mw

LOS ANGELES UNIFIED SCHOOL DISTRICT

Systems for Multicultural Education, Task Force

RESOURCE DIRECTORY

Name ______________________________

Title or Position ____________________ Business Phone __________

Business Address ______________________________
Street City State Zip Code

Yes ☐ Do you want your name included in the Systems for Multicultural Education Resource Directory?
No ☐

I am available for consultation in the areas of ______________________________

____

____

The best time to contact me is ______________________________

I am interested in speaking engagements in the areas of ______________

____

Generally, my most convenient times for speaking engagements are __________

____

____

I am willing to contribute my time _____ yes Comments ______________

____

I have the following unique multicultural interests and/or skills I would like to share ______________________________

____

____

I am interested in providing workshops, inservice in ______________

____

I speak the following languages ______________________________

Additional comments/information ______________________________

____

____

____

Room A-327
Telephone 687-4172

LOS ANGELES UNIFIED SCHOOL DISTRICT

Systems for Multicultural Education, Task Force

BIOGRAPHICAL QUESTIONNAIRE (optional)

NAME: ____________________

ADDRESS: ____________________

____

____

OCCUPATION: ____________________

CHILDREN IN SCHOOL? ELEMENTARY ________

JUNIOR HIGH ________

SENIOR HIGH ________

EDUCATIONAL INTERESTS: ____________________

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____

ORGANIZATIONS AFFILIATED WITH: ____________________

____

____

____

LANGUAGES SPOKEN OTHER THAN ENGLISH: ____________________

____

Signature ____________________

Date Questionnaire Completed ____________________

Room A-327
Telephone 687-4172

SECTION VIII

PROSPECTUS
FOR
PROPOSAL CLEARINGHOUSE

SECTION VIII

PROSPECTUS FOR PROPOSAL CLEARINGHOUSE

I. OVERVIEW OF PROPOSAL CLEARINGHOUSE
    A. Need

II. OBJECTIVES

III. IMPLEMENTATION SCHEDULE
    A. Phase I
    B. Phase II
    C. Phase III

IV. PERSONNEL

V. BUDGET ESTIMATE

I. OVERVIEW OF PROPOSAL CLEARINGHOUSE

A. NEED

There exist throughout the school district many resource offices and personnel who have, or can generate, program concepts that lend themselves to multicultural education.

Many of these programs are never implemented because of lack of funds. A need exists to solicit, compile, and evaluate multicultural program concepts so that promising programs can be developed in proposal format for presentation to appropriate funding sources.

II. OBJECTIVES

The general objectives of the Proposal Clearinghouse will be:

- To coordinate District efforts in the development and funding of multicultural education programs.
- To provide research and technical assistance in developing multicultural education programs.

The specific objectives of the Proposal Clearinghouse will be:

- To solicit and compile multicultural program ideas through Area Superintendents and District offices.
- To evaluate and select promising program concepts.
- To develop selected program concepts in proposal format for presentation to appropriate funding sources.

III. IMPLEMENTATION SCHEDULE

A. PHASE I - October 15, 1972, to November 14, 1972

1. Establish a District committee to plan a proposal writing unit.
2. The Office of Multicultural Education will create a plan for soliciting multicultural program concepts.
3. The Office of Multicultural Education will develop a method for preliminary evaluation of compiled program ideas.

B. PHASE II - November 15, 1972 to January 2, 1973

1. Implement initial solicitation of program ideas.
2. Implement initital compilation and evaluation of program ideas.
3. Schedule successive solicitations.
4. Evaluate solicitation methods.

C. PHASE III - Beginning January 3, 1973

1. Initiate proposal writing.

IV. PERSONNEL

Proposal adviser (1/4-man year)

V. BUDGET ESTIMATE

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. VIII

TITLE: Proposal Clearinghouse

COST CATEGORY

Estimated Total Cost of Activity

	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 4,041	$ 4,405	$ 4,801	$ 5,233	$ 5,547
Consultants and Contract Services					
Travel					
Space					
Consumable Supplies	1,000	1,000	1,000	1,000	1,000
Rental, Lease or Purchase of Equipment					
Other					
Total	$ 5,041	$ 5,405	$ 5,801	$ 6,233	$ 6,547
CAPITAL OUTLAY					
Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

SECTION IX

PROPOSAL
FOR
COMMUNITY STUDY GROUPS

SECTION IX

PROPOSAL FOR COMMUNITY STUDY GROUPS

I. OVERVIEW

- A. Need
- B. Basic Description of Study Groups
- C. Community to be Served

II. OBJECTIVES

III. CHARACTERISTICS OF GROUPS

- A. Number of Persons Involved
- B. Characteristics of Participants
- C. Projected Duration of Study Groups

IV. IMPLEMENTATION PROCEDURES

- A. Formation of the Study Groups
- B. Organization Procedures
- C. Operational Procedures
- D. Interaction with Office of Multicultural Education

V. EVALUATION

VI. BUDGET SUMMARY

APPENDICES

IX-A Study Group Member Profile
IX-B Other Group Affiliations of Study Group Members
IX-C Sample Agenda
IX-D Role of Study Group Form
IX-E Suggested Guidelines for Analysis Form
IX-F Multicultural Criteria
IX-G Study Group Member Profile Forms
IX-H Task Force Information Form for Area Superintendents

PROPOSAL FOR COMMUNITY STUDY GROUPS

I. OVERVIEW

A. NEED

Public education is a partnership between the home and the school, necessitating the active interest and intelligent participation of parents in developing viable educational programs. It is not possible to implement educational change any faster than the people are cognizant of the need and desirability of such change. One education change in which community participation is necessary is the movement toward a multicultural curriculum. To involve the community in multicultural education and make their input available to District planners, Community Study Groups need to be organized.

B. BASIC DESCRIPTION OF STUDY GROUPS

Community Study Groups from the four Field Service Areas of Los Angeles Unified School District will be composed of administrators, teachers, students, and community members representing the ethnic diversity of the District. The first Groups will study and evaluate the APEX and PIE programs, using multicultural characteristics as criteria. At the present PIE and APEX are in the District on a limited basis. The Mid-City APEX is funded by the District and the East/Northeast APEX is funded by the Model Cities Program. PIE is a Title I program that has been limited to Title I schools and their District partner schools. The Study Groups will examine the programs and consider expanding them Districtwide; their recommendations will be presented to the Office of Multicultural Education.

C. COMMUNITY TO BE SERVED

The Community Study Groups will benefit the whole District by giving the community a voice in this educational decision.

II. OBJECTIVES

- The formation of four Community Study Groups representing the East, West, North and South Field Service Areas of the Los Angeles Unified School District.
- Orientation of groups (by Office of Multicultural Education) towards processes of evaluation:
    1. Provide groups with information regarding procedures of Office of Multicultural Education.
    2. Suggest guidelines for evaluative criteria.
- Participation of the first Community Study Groups in an advisory capacity:
    1. Assess PIE (Program for Intergroup Education) and APEX (Area Program for Enrichment Exchange) programs, using multicultural criteria.
    2. Evaluate feasibility of incorporating PIE and APEX into a multicultural education program.
    3. Discover what elements of PIE and APEX can relate to a multicultural education program.
    4. Examine PIE and APEX for multicultural, multilingual dimensions.

III. CHARACTERISTICS OF GROUPS

A. NUMBER OF PERSONS INVOLVED

Each Study Group originally started with eight persons. This number increased as the different groups found it desirable to expand to provide for wider participation.

B. CHARACTERISTICS OF PARTICIPANTS

Composition of Study Groups:

4 community members
2 students
1 teacher
1 administrator

Each Study Group included a representation from various ethnic groups. Different socioeconomic, professional, and age levels were represented.

C. PROJECTED DURATION OF THE STUDY GROUPS

The Study Groups described here will be in existence from August 1, 1972, to no later than February 2, 1973, the day their final reports are due. Future Study Groups are to be established as needed on an ad hoc basis. The second set of Study Groups will examine SEEP (Summer Enrichment Exchange Program) and PWT (Permits with Transportation) for possible expansion.

IV. IMPLEMENTATION PROCEDURES

A. FORMATION OF THE FIRST STUDY GROUPS

1. Literature and programs in the District were examined for evidence of having characteristics of a multicultural nature.
2. After due consideration, the APEX, SEEP, PWT, and PIE programs were selected for the study because of their multicultural characteristics. SEEP and PWT will be studied during the second phase of the Study Groups. Among multicultural program criteria used were:
    a. Multicultural programs focus on cognitive and affective areas of learning, utilizing the total learning experience the youth brings to school and the experiences offered to the youth under the joint leadership of school and community.

    b. Multicultural programs provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds.

    c. Multicultural programs provide opportunities to develop knowledge of and respect for the rights, privileges and responsibilities of everyone in our society.
3. The respective directors of the APEX (East/Northeast) and PIE programs were contacted to orient them regarding the functions of the Office of Multicultural Education and to solicit their help in the study.
4. All existing data on PIE and APEX which would be useful to inform the Study Groups about the operation of these programs was collected.
5. Selection of District personnel and students was left to the individual Areas of the District. Each Area Superintendent was asked to select a student, a teacher, and an administrator who had demonstrated skills or interests in multicultural education to be part of a Community Study Group.
6. Selection of community representatives was made by the Office of Multicultural Education. Criteria for selection were: leadership qualities, strong school or educational interests, evidence of

prior community involvement, ethnicity, and the desire to become involved in the project. Helpful sources of information in making choices of community people were the Asian-American Education Commission, the Black Education Commission, the Mexican-American Education Commission, and the Office of Urban Affairs.

7. Each member of the Study Groups was individually contacted, and meeting dates were arranged to meet the schedules of each individual group. This is especially significant since it is during the time of the year when many people are on vacations. These people all volunteered their time.

B. ORGANIZATION PROCEDURES

1. Location and adaptation of facilities: The respective Field Service Offices provided meeting places and the necessary facilities for the meetings of each area Study Group. (In the future the West Area Study Group will meet at Emerson Junior High since it is geographically better located for the people involved.)

2. The establishment of record keeping and recording procedures was decided by each individual group. Notes and data will be gathered by all members of each Study Group. Whether findings will be combined and collated, or turned in by individuals, will be decided at a later date. The scheduling of all meetings is the prerogative of each group. The Office of Multicultural Education will serve as liaison between respective Study Groups and the APEX and PIE programs.

   The individual Study Groups have the option of involving other parents and students on an ad hoc basis as they see fit.

C. OPERATIONAL PROCEDURES

Specific activities and methods to be employed by these Study Groups in meeting the stated objectives:

- Each group member will read literature provided for that purpose.
- Group discussions of literature will follow.
- Groups will meet and confer with directors and consultants of both programs.
- Study Group members will visit schools involved in the programs.
- Group members will confer with teachers, students, and parents of students involved in the programs.
- Group members will participate actively in the programs: traveling on PIE curriculum tours, role-playing in the APEX program classes, etc.

- Study Group members will offer suggestions and recommendations regarding deletions, additions, or modifications to the programs, with their reasons for suggesting the change. The Study Groups have been charged with a broad, long-range study of educational and physical needs and they will have to concentrate on real needs and properly weigh all possible solutions, using the characteristics of multicultural education.

Operational procedures may vary as new sets of Study Groups are formed for specific tasks.

D. INTERACTION WITH OFFICE OF MULTICULTURAL EDUCATION

A staff consultant from the Office of Multicultural Education will attend each of the community Study Group meetings to act as a liaison with the District. The consultant will make available information requested, help set up appointments at different schools involved in the APEX and PIE programs, facilitate participation by Study Group members in the various activities available in both APEX and PIE programs, coordinate interaction between participants and parents of participants in APEX and PIE programs with Study Group members, and be responsible for advising Study Group members of meeting dates and schedules.

V. EVALUATION

The process of evaluation will be an ongoing procedure of self-evaluation by each Group, testing whether or not objectives are being met.

The findings of the Groups will be reviewed by the Office of Multicultural Education as they examine the possibility of expanding the APEX and PIE programs Districtwide with the suggestions offered by the community to suit the needs of the students in all areas of the District.

VI. BUDGET SUMMARY

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. IX

TITLE: Community Study Groups

COST CATEGORY

Estimated Total Cost of Activity

COST CATEGORY	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 15,442	$ 16,832	$ 18,347	$ 19,998	$ 21,798
Consultants and Contract Services					
Travel					
Space					
Consumable Supplies	240	255	271	288	306
Rental, Lease or Purchase of Equipment					
Other					
Total	$ 15,682	$ 17,087	$ 18,618	$ 20,286	$ 22,104
CAPITAL OUTLAY					
Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

APPENDICES

IX-A Study Group Member Profile (First Groups)
IX-B Other Group Affiliations of Study Group Members (First Groups)
IX-C Sample Agenda
IX-D Role of Study Group Form
IX-E Suggested Guidelines for Analysis Form
IX-F Multicultural Criteria
IX-G Study Group Member Profile Forms
IX-H Task Force Information Form for Area Superintendents

PROFILE OF MULTICULTURAL EDUCATION STUDY GROUPS

NAME	REPRESENTATION	STUDY GROUP AREA	OTHER LANGUAGE	PARENT	SCHOOL ORG. AFFILIATION	OTHER GROUP AFFILIATIONS
ABRACOSA, GERILYNN	STUDENT	WEST	TAGALOG		X	X
ALANIS, JAMES	STUDENT	EAST	SPANISH		X	X
ALDAPE, LARRY	COMMUNITY	SOUTH	SPANISH	X	X	X
AREU, GEORGE	TEACHER	EAST	SPANISH		X	X
BERTRAND, HAROLD	PRINCIPAL	EAST	SPANISH	X	X	X
BROADAUS, REV. H. T.	COMMUNITY	NORTH		X	X	X
BUNCE, RICHARD	COMMUNITY	WEST		X	X	X
BURNETT, ESTELLA	COMMUNITY	WEST	SPANISH	X	X	X
CARREON, EVA	COMMUNITY	NORTH	SPANISH	X	X	X
DANIELS, CAROLYN	COMMUNITY	EAST	BLK.ENG.	X	X	X
GARCIA, EMILIA	TEACHER	NORTH	SPANISH	X	X	X
HAMASAKI, LES	COMMUNITY	SOUTH	JAPANESE	X	X	X
HAWKINS, ROBERT	PRINCIPAL	WEST			X	X
HOLGUIN, KATIE	COMMUNITY	EAST	SPANISH	X	X	X
ISHIZUKA, MARY	COMMUNITY	WEST	JAPANESE	X	X	X
KERTINDALL, KEITH	STUDENT	SOUTH			X	X
KUHN, HAL	PRINCIPAL	NORTH	HUNGARIAN	X	X	X
LEDESMA, MARY	COMMUNITY	SOUTH	SPANISH	X	X	X
LOCKE, CHRISTINE	COMMUNITY	WEST		X	X	
LUCENTE, ROSEMARY	PRINCIPAL	SOUTH	ITALIAN		X	X
LUSK, NATHA	TEACHER	WEST		X	X	X
MILLER, JOE	STUDENT	NORTH			X	
MORALES, ROYAL	COMMUNITY	SOUTH	ILOCANO	X	X	X
MORENO, JACOB	STUDENT	NORTH	SPANISH		X	
McKINNEY, FLORDY	COMMUNITY	SOUTH		X	X	X
ROSENSTEIN, CAROLYN	COMMUNITY	NORTH	(SPANISH)	X	X	X
SANSHUCK, SARA	COMMUNITY	EAST	YIDDISH	X	X	X
SHIMOMURA, AYAKO	COMMUNITY	NORTH	JAPANESE	X		X
TODD, ERMA	COMMUNITY	SOUTH		X	X	X
WONG, LINDA	STUDENT	EAST	(CHINESE)		X	
YAMAKI, EMI	COMMUNITY	EAST	JAPANESE	X	X	X

APPENDIX IX-B

OTHER GROUP AFFILIATIONS OF THE STUDY GROUP MEMBERS

Aliso-Pico Association Inc.
All Nations Community Center Citizens Advisory Committee
Alpha Mu Gamma
American Federation of Teachers
Association of California School Administrators
Association of Elementary School Administrators
Association of Mexican-American Educators (A.M.E.)
Atlantic Council P. T. A. (Elementary)

Balboa Blvd. Advisory Council
Baptist Central District Association
Black Education Commission
Boy Scouts of America

California Scholarship Federation
Calvary Baptist Chruch
Catholic Youth Organization Community Center Advisory Council
Committee "A" - LAUSD Citizens Compensatory Education Advisory Council
Committee "C" Chairman
Community Relations Conference of Southern California
Coordinating Council of Huntington Park

Delegate, Democratic National Convention
Delta Kappa Gamma
District Attorney Advisory Board
Dr. Glasser Educator Training Center
Doshisha Girls Academy of Kyoto, Japan - Southern California Chapter

Early Childhood Task Force for Martin Luther King Hospital
Eastern Star
Eastside-Westside Concerned Parents Association
Education Committee of L.A. County Commission on Human Relations
Environmentally Yours Committee

Goals and Philosophy Committee Area G
Gompers Advisory Council
Griffith Council P.T.A. (Secondary)

Harbor College Mexican American Advisory Committee
Head Start Career Development Committee
Hollenbeck Junior High P.T.A.
Hollenbeck School Community Advisory Council

Integration Information Group

Jefferson High Student Body

Kiwanis Club
Knights, L.A. City Schools

L.A.A.S.S.A.
Locke Child Care Advisory Board
Los Angeles 10th District P.T.A.
Lozon Donetts Charity Club

Midway Democratic Club
Model Cities Area IV
Montebello Japanese Woman's Club of C.F.W.C.
Mount Zion Church
Movimiento Estudiantil Chicano de Aztlan (M.E.C.H.A.)
(Muses) California Museum Foundation

Narbonne High School Advisory Council
National Association for Advancement of Colored People
National Association of Elementary School Principals
Nora Sterry Community Lighted School

107th Street School Advisory Council

Pacoima Memorial Lutheran Hospital Coordinating Council
Pacoima Ministers Association
Padres Y Maestros de Aztlan
Parents Concerned
People United to Save Humanity
Phi Delta Kappa
Police Explorers
Portola School Community Advisory Council
Portola Voluntary Transportation Program
P.T.A. Residential Chairman Areas 1 and 5

Roosevelt High P.T.A.
Roosevelt High School House of Representatives
Roosevelt High School Student Body
Roosevelt High School Varsity Boys Club
Roosevelt School-Community Advisory Council
Rotary Club

San Fernando Elementary Advisory Council
School Earthquake Bond Committee
School Volunteer Program LAUSD
Seventh Day Adventist Church Ladies Welfare
Sheridan St. Elementary P.T.A.
Sheridan St. School Advisory Committee
South-East Family Service Advisory Board
South-East Legal Aid Society
South-East Mexican American Culture and Educational Association
South Park Follow Through
Sylmar High School Advisory Council
Sylmar High Student Body

Title I Advisory Committee 10th District
Tots and Teens Inc.
Trainers of Training Teachers Program (T.T.T. Project), California State University/Northridge

U.C.L.A "Upward Bound" Advisory Committee
United Brothers
United Crusade - Eastern Region Residential Chairman
United Methodist Teen League
United Methodist Youth Fellowship
United Teachers of Los Angeles
University High Student Body
Utah St. School Advisory Council

Valley Educational Council
Valley Fair Housing Council
Valley Interfaith Council
Valley School Integration Task Force

Webster Junior High P.T.A.
W.L.A. Japanese American Citizens League
Western Baptist State Convention
Westminster Neighborhood Association
Wilmington Center Neighborhood Adult Participating Project Advisory Council
Wilmington Free Clinic Board member
Wilmington Mahar House
Women For

Young Peoples Methodist League

APPENDIX IX-C

SAMPLE AGENDA

Los Angeles Unified School District
Systems for Multicultural Education, Task Force

Meeting # 1
East Field Service Center

August 4, 1972

AGENDA

Greetings	Ronald Prescott Director, Systems for Multicultural Education Task Force
Introduction Peter Dibble, Adviser Bonnie James, Adviser Miyoko Nakagiri, Adviser Ruben Zacarias, Adviser	Estela Peña Adviser, Systems for Multicultural Education Task Force
Assembly Bill 724, William Bagley Legislation Role of Task Force	Ruben Zacarias
Role of Study Group Future Meeting Dates	Estela Peña
Other Questions and Concerns	

Room A-327
687-4172

APPENDIX IX-D

Los Angeles City Unified School District
Systems for Multicultural Education, Task Force

ROLE OF STUDY GROUP

Each Study Group will be composed of a combination of teachers, administrators, students and representatives of the community. The Study Groups will:

1. Review and analyze the PIE and APEX programs in order to determine the degree to which they meet criteria for multicultural education.

2. If deemed necessary, the Study Groups will recommend adaptations necessary for these programs to fully meet the criteria for multicultural education.

3. Study and make recommendations for possible expansion of these programs on a Districtwide basis.

Each of these groups will agree to submit a preliminary report of their findings to the appropriate division no later than December 1, 1972, with final reports scheduled for delivery from each group no later than February 2, 1973.

APPENDIX IX-E

Los Angeles City Unified School District
SYSTEMS FOR MULTICULTURAL EDUCATION, TASK FORCE

SOME SUGGESTED GUIDELINES FOR THE ANALYSIS OF (PIE AND APEX) PROGRAMS (MULTICULTURAL ASPECTS)

1. Are these existing programs effective in promoting intergroup relations?
2. Is there parent and community participation in these existing programs? How can this participation be expanded/improved?
3. Are these programs designed to make students aware of the cultural heritage and contributions to society of all ethnic and racial groups? How can this be expanded/improved?
4. Are these programs designed to make teachers aware of the cultural heritage and contributions to society of all ethnic and racial groups? How can this be expanded/improved?
5. Do these programs reflect multicultural education in the regular school curriculum? If not, how can the programs be adapted/improved to effect this?
6. Do these programs allow administrators flexibility in adapting the program to meet their specific student and community needs? If not, how can this be achieved/improved?
7. What activities or curriculum should be added for expansion of these programs?
8. Any other factors or approaches for these programs that your Study Group wishes to study or recommend.

Room A-237
Telephone: 687-4172

MC-2

APPENDIX IX-F

Los Angeles Unified School District

OFFICE OF MULTICULTURAL EDUCATION

Multicultural Education Characteristics

Multicultural Education is an educational experience which reflects and embodies the diverse nature of our society. The results of this educational experience are an internalized respect, appreciation and therefore acceptance of one's own culture and of cultures different from his own.

1. Multicultural programs better prepare youth to function in a changing society by providing them with the ability to diagnose and treat cultural misunderstandings and prejudice.

2. Multicultural programs maintain individuality and preserve cultural and ethnic identities, while promoting equal opportunity and social cooperation.

3. Multicultural programs focus on cognitive and affective areas of learning, utilizing the total learning experience the youth brings to school, and the experiences offered to the youth under the joint leadership of school and community.

4. Multicultural programs provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds.

5. Multicultural programs reflect the diverse nature of the total student population.

6. Multicultural programs provide for the acceptance of differences and reciprocity of cultural values, while maintaining social relations without dominance of one group over another.

7. Multicultural programs provide opportunities to develop knowledge of and respect for the rights, privileges, and responsibilities of everyone in our society.

8. Multicultural programs provide opportunities for students to know, and to have others know, what persons of their cultural and ethnic groups have contributed to mankind through the years, as well as what they are contributing to today's society.

9. Multicultural programs provide cultural and racial cooperation through processes of education and actual experiences.

10. Multicultural programs provide opportunities for the individual to choose to adapt to the practices of his own life those cultural traditions and expressions of his group he considers most appropriate for himself, and also adopt cultural expressions of other groups that may suit his personality and values (cultural synthesis).

APPENDIX IX-G
STUDY GROUP MEMBER PROFILE

NAME: ______________________________

ADDRESS: ______________________________

____

____

OCCUPATION: ______________________________

CHILDREN IN SCHOOL? ELEMENTARY ________

JUNIOR HIGH ________

SENIOR HIGH ________

EDUCATIONAL INTERESTS: ______________________________

____

____

____

____

ORGANIZATIONS AFFILIATED WITH: ______________________________

____

____

____

____

LANGUAGES SPOKEN OTHER THAN ENGLISH: ______________________________

____

MC-1

APPENDIX IX-H
Systems for Multicultural Education

TASK FORCE INFORMATION FORM

Please return this form to:

Systems for Multicultural Education
Room A-327
450 North Grand

1. Suggest liaison person(s) to insure continuous input from superintendents regarding policy and implementation of multicultural education.

   ____

   ____

2. Recommendations for obtaining information on existing multicultural programs, curriculum, classroom techniques, etc.

   ____

   ____

3. Recommend possible school sites as "testing grounds" for pilot multicultural programs.

   ______________________ ______________________

   ______________________ ______________________

4. Suggestions for development of multicultural high school institutes.

   ____

   ____

   ____

5. Suggest names for staffing of study groups.

   Teacher: ______________________

   Student: ______________________

   Administrator: ______________________

(Continued)

6. Suggest names for resource directory of teachers, administrators, and community people with skills or interests in multicultural education.

Teachers: ____________________ ____________________

____________________ ____________________

Administrators:

____________________ ____________________

____________________ ____________________

Community People:

____________________ ____________________

____________________ ____________________

7. Suggestions for community involvement in multicultural programs.

____

____

____

8. Additional Comments:

____

____

____

____

____

7/72

SECTION X

PROPOSAL
FOR
A COMMUNITY INVOLVEMENT PLAN

SECTION X

PROPOSAL FOR A COMMUNITY INVOLVEMENT PLAN

I. OVERVIEW OF COMMUNITY INVOLVEMENT PLAN STRUCTURE
  A. Need
  B. Structure

II. PLANNING AGENCIES AND REPRESENTATIVES

III. IMPLEMENTATION

IV. COMMUNITY TO BE SERVED

V. PERSONNEL

VI. BUDGET ESTIMATE

I. OVERVIEW OF COMMUNITY INVOLVEMENT PLAN

A. NEED

Extensive parental participation is inherent in multicultural education and is necessary for the democratic operation of the public schools. This in turn, places additional public relations and human relations responsibilities on the shoulders of the District. It must answer more questions, make more explanations, and be involved in more community meetings than ever before.

Many schools have a Parent Teachers Association and other parent groups. Recently legislation such as E.S.E.A. Title I has mandated Advisory Councils to be formed in the participating schools. Board Rule 1370 has mandated Advisory Councils Districtwide. In the future,Title VII E.S.E.A. and the proposed Equal Education Opportunity Act will require even more community involvement.

It is imperative that all these groups coordinate their efforts into a united force. Common guidelines are needed for all the groups to eliminate duplication of effort and to provide a framework for cooperative action.

B. STRUCTURE

Common guidelines should be developed by the leaders of these community groups, taking into consideration their respective needs. The guidelines will serve to coordinate the efforts of the 560 Community Advisory Councils, 175 Title I Advisory Councils, 320 10th District Parent Teacher Associations and 23 Councils, 183 31st District Parent Teacher Associations, and four Councils, one Board of Education Community Affairs Committee, four Community Study Groups for Multicultural Education and other parent organizations--the 1300 (approximately) community groups that advise and support the District.

II. PLANNING AGENCIES AND REPRESENTATIVES

Title I Programs - William Anton, Director

Board of Education Community Affairs Committee - Dr. Donald Newman, Chairman

Community Advisory Councils - Don Pelton, Coordinator

Office of Multicultural Education - Ronald Prescott, Coordinator

III. IMPLEMENTATION

By November 1, 1972, leaders of the agencies listed above should meet and plan the development of common guidelines for these parent and advisory councils. Scheduling meeting and informing participants will be initiated by the District's Office of Community Advisory Councils.

IV. COMMUNITY TO BE SERVED

The benefit will be to the total District providing the Los Angeles Unified School District schools with a coordinated group Advisory Council effort for involving the community.

V. PERSONNEL

One consultant (1/2-man year) in the office of Multicultural Education will be required to coordinate community involvement directly related to multicultural objectives. Once guidelines are established, the consultant will act as liaison person between parent and advisory councils and the Office of Multicultural Education.

VI. BUDGET ESTIMATE

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. X

TITLE: Community Involvement Plan

COST CATEGORY

Estimated Total Cost of Activity

	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 8,082	$ 8,809	$ 9,602	$ 10,466	$ 11,408
Consultants and Contract Services					
Travel					
Space					
Consumable Supplies	240	255	271	288	306
Rental, Lease or Purchase of Equipment					
Other					
Total	$ 8,322	$ 9,064	$ 9,873	$ 10,754	$ 11,714
CAPITAL OUTLAY Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

SECTION XI

PROPOSAL
FOR
MULTICULTURAL EDUCATION
CURRICULUM COMPILATION
AND
DISSEMINATION

SECTION XI

PROPOSAL FOR MULTICULTURAL EDUCATION CURRICULUM COMPILATION AND DISSEMINATION

I. OVERVIEW OF CURRICULUM COMPILATION AND DISSEMINATION
    A. Need

II. OBJECTIVES

III. IMPLEMENTATION SCHEDULE
    A. Phase I
    B. Phase II
    C. Phase III

IV. PERSONNEL

V. BUDGET ESTIMATE

I. OVERVIEW OF CURRICULUM COMPILATION AND DISSEMINATION

A. NEED

The District is rich in talent and resources required for the creation of specialized curriculum needed to achieve multicultural education objectives. Much of this curriculum already exists in individual schools and classrooms. At the same time there are many teachers and administrators who need assistance in designing and implementing multicultural instructional programs.

Thus, there exists a need to compile the expertise of those teachers versed in multicultural instruction so that their ideas and programs can be distributed and used throughout the District.

This compilation will afford teachers and administrators the opportunity to be more selective, innovative, and effective in designing their instructional programs.

II. OBJECTIVES

To assist all teachers and administrators in designing and implementing multicultural instruction programs by:

- Developing a plan to survey all District staff to obtain information on existing multicultural programs and curriculum.
- Developing a plan to compile and evaluate all collected materials.
- Developing a plan to disseminate Districtwide all acceptable materials.

III. IMPLEMENTATION SCHEDULE

A. PHASE I - January 2, 1973 to March 1, 1973

1. The Office of Multicultural Education will create a plan for soliciting multicultural curriculum ideas.

3

2. The Office of Multicultural Education will develop a method for evaluation of compiled curriculum ideas.

3. The Office of Multicultural Education will develop a plan to disseminate Districtwide all acceptable materials.

B. PHASE II - March 1, 1973 to September 18, 1973

1. Implement initial solicitation of multicultural curriculum materials.

2. Implement initial compilation and evaluation of curriculum materials.

3. Evaluate solicitation methods.

4. Evaluate curriculum evaluation methods.

5. Schedule successive solicitations.

6. Reproduce selected curriculum.

C. PHASE III - September 18, 1973 to June 18, 1974

1. Implement initial Districtwide dissemination of materials.

2. Evaluate dissemination methods.

3. Schedule successive Districtwide dissemination of materials.

IV. PERSONNEL

One consultant (full time) in the Office of Multicultural Education will be required to assist in developing the compilation plan and coordinating the implementation of the plan.

V. BUDGET ESTIMATE

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. XI

TITLE: Multicultural Education Curriculum Compilation and Dissemination

COST CATEGORY

Estimated Total Cost of Activity

	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 16,164	$ 17,619	$ 19,204	$ 20,932	$ 22,816
Consultants and Contract Services					
Travel					
Space					
Consumable Supplies	50,000	53,000	56,180	59,550	63,124
Rental, Lease or Purchase of Equipment					
Other					
Total	$ 66,164	$ 70,619	$ 75,384	$ 80,482	$ 85,940
CAPITAL OUTLAY Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

SECTION XII

PROPOSAL
FOR
MULTICULTURAL EDUCATION
IMPACT SURVEY

SECTION XII

PROPOSAL FOR MULTICULTURAL EDUCATION IMPACT SURVEY

I. OVERVIEW OF THE MULTICULTURAL EDUCATION IMPACT SURVEY
    A. Need
    B. Anticipated Benefits

II. OBJECTIVES

III. PROJECTED DURATION

IV. RESOURCE REQUIREMENTS
    A. Personnel
    B. Materials, Equipment, Services

V. IMPLEMENTATION
    A. Phase 1 - Planning Stage
    B. Phase 2 - Operational Stage

VI. EVALUATION

VII. BUDGET ESTIMATE

APPENDIX

Sample of Survey Instrument

I. OVERVIEW OF THE MULTICULTURAL EDUCATION IMPACT SURVEY

A. NEED

Because of the cultural diversity of the Los Angeles student population, programs cannot be developed and implemented without consideration of individual area needs. Presently, there is no definitive needs assessment relative to multicultural education.

Federal and State legislation will require statistical information pertinent to desegregation, integration, and multicultural education activities. This quantitative base needs to include the number of identified multicultural programs and the number of children participating in these programs.

B. ANTICIPATED BENEFITS

Quantitative results in terms of numbers of children participating in multicultural education programs will be available to submit to the State Department of Education and to the Office of Education, Washington, D. C. This statistical data will indicate District activity relative to desegregation, integration, and multicultural education.

Individual Area Superintendents will be able to identify the schools in their areas that are participating in multicultural programs.

The Office of Multicultural Education will be able to consider individual area needs in developing and implementing programs.

District staff will be provided with a delineated series of Multicultural Education characteristics. These characteristics will aid District staff in their surveying and will help to develop an awareness of Multicultural Education concepts, as well as maintaining consistency in evaluation of programs.

II. OBJECTIVES

- To provide a quantitative base for identifying District activity relative to desegregation, integration, and multicultural education.
- To identify individual area and District needs relative to desegregation, integration and multicultural education.
- To develop an awareness among District staff of the characteristics of multicultural education.

III. PROJECTED DURATION

The Impact Survey will be conducted for five years on a biannual basis. To maintain relevance, periodic redefinition and restructuring of the survey will be required.

IV. RESOURCE REQUIREMENTS

A. PERSONNEL

1. One consultant (1/8-man year) will be required to:

   a. Design the survey instrument
   b. Supervise the printing and mailing of the surveys
   c. Retrieve and compile the completed surveys
   d. Supervise statistical analysis in conjunction with Measurement and Evaluation
   e. Write the final report of survey results
   f. Periodically redefine and restructure the survey

2. One Keypunch operator will be required to:

   Compile the data into a usable form for automated support

3. Clerical support

B. MATERIALS, EQUIPMENT, SERVICES

1. Stationery and computer software
2. Postage
3. Typewriter
4. Computer services (keypunch, sorter, etc.)
5. Reproduction services

V. IMPLEMENTATION

A. PHASE 1 - PLANNING STAGE (now completed)

Objectives of the Planning Stage were:

- Identify purposes of the impact survey.
- Design the survey instrument in cooperation with Western Regional School Desegregation Projects and Measurement and Evaluation Section.
- Designate prospective respondents (all Los Angeles City School District principals).
- Plan operational phase and evaluation.

B. PHASE 2 - OPERATIONAL STAGE

Objectives of the Operational Stage are:

- Finalize preparation and distribution of the survey.
- Compile and analyze data from returned surveys.
- Make data available for District, State and Federal use.

VI. EVALUATION

Restructuring and redefinition of the Impact Survey will be done annually. Respondents' suggestions and comments along with Office of Multicultural Education staff input will be utilized to evaluate the effectiveness and usefulness of the survey.

VII. BUDGET ESTIMATE

Attached

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF MULTICULTURAL EDUCATION

Activity Budget Summary

Project No. XII

TITLE: Multicultural Education Impact Survey

COST CATEGORY

Estimated Total Cost of Activity

	1972-73	1973-74	1974-75	1975-76	1976-77
Personnel	$ 2,025	$ 2,202	$ 2,401	$ 2,617	$ 2,774
Consultants and Contract Services					
Travel					
Space					
Consumable Supplies	500	530	562	596	631
Rental, Lease or Purchase of Equipment	2,100	2,226	2,360	2,501	2,651
Other					
Total	$ 4,625	$ 4,958	$ 5,323	$ 5,714	$ 6,056
CAPITAL OUTLAY					
Property Acquisition					
Land Improvements					
Construction					
Professional Services					
Carrying Charges					
Other					
Total					

Principal ____________________

School ____________________

Los Angeles Unified School District
Office of Multicultural Education
Impact Survey

Area ____________

Date ____________

DIRECTIONS: Below are some statements which describe Multicultural Education. To the right of the statements are listed programs that have multicultural characteristics. If your school has multicultural programs not shown here, please list them in the columns on the far right. ANSWER ONLY FOR THOSE PROGRAMS IN WHICH YOUR SCHOOL PARTICIPATES. Please read each statement and place a check mark in the column of each program to which the statement applies. Please indicate at the bottom the number of students participating and the frequency (days per month for each program). IF YOU HAVE COMMENTS OR SUGGESTIONS PLEASE WRITE THEM ON THE BACK.

STATEMENTS	IDENTIFIED PROGRAMS				ADDITIONAL PROGRAMS	
	PWT	APEX	SEEP	PIE		
1. Multicultural programs better prepare youth to function in a changing society by providing them with the ability to diagnose and treat cultural misunderstandings and prejudice.						
2. Multicultural programs maintain individuality and preserve cultural and ethnic identities while promoting equal opportunity and social cooperation.						
3. Multicultural programs focus on cognitive and affective areas of learning, utilizing the total learning experience the youth brings to school and the experiences offered to the youth under the joint leadership of school and community.						
4. Multicultural programs provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds.						
5. Multicultural programs reflect the diverse nature of the total student population.						
6. Multicultural programs provide for the acceptance of differences and reciprocity of cultural values, while maintaining social relations without dominance of one group over another.						
7. Multicultural programs provide opportunities to develop knowledge of and respect for the rights, privileges, and responsibilities of everyone in our society.						
8. Multicultural programs provide opportunities for students to know and to have others know what persons of their cultural and ethnic groups have contributed to mankind through the years as well as what they are contributing to today's society.						
9. Multicultural programs provide cultural and racial cooperation through processes of education and actual experiences.						
10. Multicultural programs provide opportunities for the individual to choose to adapt to the practices of his own life those cultural traditions and expressions of his group he considers most appropriate for himself, and also adopt cultural expressions of other groups that may suit his personality and values (cultural synthesis).						
Number of students participating						
Frequency (days per month for each program)						

SECTION XIII

PROSPECTUS FOR DELPHI STUDY
OF
OUTSIDE FACTORS AFFECTING ETHNIC INTERACTION
AND
ACADEMIC ACHIEVEMENT

SECTION XIII

A PROSPECTUS FOR A DELPHI STUDY OF OUTSIDE FACTORS AFFECTING ETHNIC INTERACTION AND ACADEMIC ACHIEVEMENT IN THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

by Steven Frankel, Ed.D. (System Development Corporation)
William Kent, Ph.D. (System Development Corporation)
Jean Wellisch, Ph.D. (System Development Corporation)

SECTION XIII

PROSPECTUS FOR A DELPHI STUDY OF OUTSIDE FACTORS AFFECTING ETHNIC INTERACTION AND ACADEMIC ACHIEVEMENT IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT

I. SUMMARY

II. OVERVIEW OF DELPHI PROCEDURES

III. SELECTION OF PARTICIPANTS

IV. CONDUCT OF STUDY

V. DATA ANALYSIS

VI. SCHEDULING

VII. CONTENT OF THE DELPHI INSTRUMENTS

VIII. PROJECT ORGANIZATION AND COSTING

I. SUMMARY

There are three broad goal areas which generally define the scope of the Systems for Multicultural Education Task Force. Through the activities of the Task Force, it is hoped that:

- Students will be provided with increased opportunities for positive ethnic interaction;
- Academic achievement within the District will improve; and
- Students will gain an increased awareness of the richness and depth of both their own cultural heritage and the heritages of students coming from backgrounds different from their own.

However, it is realized that gains in these three areas are influenced not only by trends in education under the direct control of the schools, such as multiethnic oriented curriculums, but also by other trends upon which a state department of education or an individual school district can exercise only minimal control. In the latter category would be included trends relating to population mobility, urban renewal, ethnic and social awareness, public transportation, and fiscal policies.

If school districts are to carry out any meaningful planning related to equal educational opportunity, it is vital that they be able to assess these trends which impact upon their schools. They need to know how these trends will impact their goals for ethnic interaction and academic achievement; they need to generate informed estimates of the probability of each event occurring; they need methods for the attainment of the stated goals; and they need to develop systems for anticipating trends far enough in advance to commit most of their planning resources to programs which anticipate future events, rather than being forced to use these funds to combat unanticipated crises.

This Delphi study is intended to assist in developing a system capable of generating information upon which decisions can be made. The Delphi instrument to be used in the study is constructed in such a way as to elicit information on the probability that certain trends will occur, on their potential impact on equal educational opportunity, on the judged desirability of their occurrence, and also on intervention policies that might be instituted to encourage or counteract particular trends. Participants will also be asked to judge their own competence in responding to the Delphi events, i.e., they will be asked to indicate if they consider themselves to be informed on the specific event or if their answers are in the nature of guesses. All of this information is directly relevant to the Task Force's mission. Findings from the Delphi will be related to and integrated with the findings of other Task Force activities such as the literature search, the resource directory and the proposal clearinghouse.

The Delphi technique*--especially useful when dealing with future events--will provide inputs to the District from persons representing disciplines that impact on equal educational opportunity--including urban planners, information technologists, fiscal experts, sociologists, community spokesmen and others, in addition to outside educators who have an interest and involvement in providing increasingly effective multicultural education programs to students in urban school systems.

A Delphi exercise is useful for focusing the opinions of groups of knowledgeable people without encountering the disadvantages of group meetings. SDC believes that this technique is particularly applicable to this project in helping to formulate intermediate study hypotheses. In any form, the Delphi technique has two major advantages: since anonymity is preserved for the participants, it allows an expert to express an opinion in a low-risk, threat-free environment, and it reduces the probability that convergence of opinion might occur fortuitously through vague or abstract expression of ideas. In addition, Delphi enforces the deliberate consideration of concepts where differing opinions are posed. Unlike a standard questionnaire survey approach, the successive Delphi rounds of consideration allow each participant to refine his own thinking under the stimulus of the ideas of others. The Delphi will also help to identify areas in which there appears to be insufficient information on which to base informed decisions. These areas should receive additional attention in subsequent phases of the project.

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*The originators of this method called the approach "Delphi", after the Greek Oracle, for they first thought of it as a method for better forecasting.

It is planned that the selected panel will go through three Delphi cycles. While some Delphi exercises are completed in two cycles, this one is organized so that items in the first cycle upon which consensus is reached will be replaced in the second cycle by new items suggested by panel members. With this type of structure, three cycles are required. The entire process will consume 7.5 calendar months. System Development Corporation (SDC) of Santa Monica, California, will be responsible for the development and analysis of the three questionnaires and will assist the Task Force in structuring the entire effort. The Delphi panel will consist of approximately fifty members, each of whom will be paid a $100 honorarium. The cost of the entire project will be approximately $24,000.

II. OVERVIEW OF DELPHI PROCEDURES

Since about 1948, Delphi techniques have been used successfully in government and industry to predict probable futures, assess the desirability of different events, and arrive at expert consensus in questions regarding alternative policies and strategies. The essence of the Delphi technique can be summarized as follows:

- A panel of experts from different backgrounds and persuasions is established to attempt to resolve issues of the type described above.
- A questionnaire is sent to each expert upon which he records his responses to an initial series of questions. Questions are asked in such a way that responses are quantifiable.
- The research group conducting the Delphi exercise then summarizes the responses to each question using a combination of frequency counts and descriptive statistical calculations (primarily medians, and interquartile ranges) to indicate the amount of concurrance existing for each set of responses.

- The summary of responses is sent to each panel member along with his initial set of responses. He is asked whether, based on the summarized input from the other experts (who remain anonymous since all the response data is grouped), he wishes to change any of his initial responses. He does this by completing a second questionnaire which is either identical, or highly similar, to the first one.

- The research group then tabulates the second set of responses. If opinion is converging, the range and interquartile ranges of the responses to each question will decrease. Again, after minor restructuring to resolve ambiguities and the possible addition of some new questions, another questionnaire is sent out with the experts being asked to modify their answers further based on the group consensus to the second questionnaire.

- This process continues until a satisfactory degree of consensus has been reached. This usually occurs in the second or third round.

This procedure is summarized in Figure 1, Sequence of Delphi Tasks.

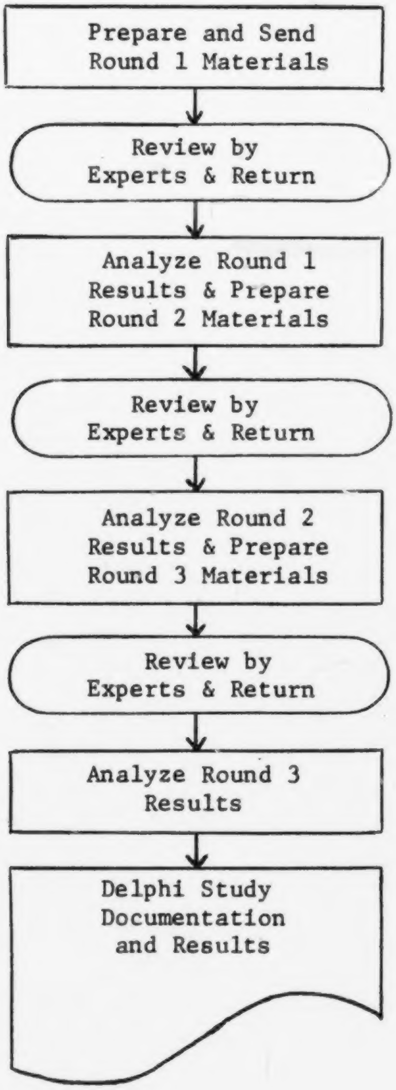

Prepare and Send Round 1 Materials
Review by Experts & Return
Analyze Round 1 Results & Prepare Round 2 Materials
Review by Experts & Return
Analyze Round 2 Results & Prepare Round 3 Materials
Review by Experts & Return
Analyze Round 3 Results
Delphi Study Documentation and Results

Figure 1. Sequence of Delphi Tasks

III. SELECTION OF PARTICIPANTS

A list of approximately 75 potential panel members from different disciplines will be developed and 50 of these persons will be invited to serve on the Delphi panel. The 25 additional persons will be used to fill in vacancies which will occur if persons receiving the original invitations are not able to participate. It will be explained that each panel member will be expected to participate in three Delphi cycles with each cycle being composed of approximately a hundred questions. Each panel member will be awarded a $100 honorarium at the conclusion of the third cycle.

Criteria for participant selection will include:

- Each participant must have some expert knowledge pertinent to non-school influences on equal educational opportunity.
- Each participant must be familiar with school and community interactions in the Los Angeles area.
- Participants should collectively represent the following groups:
    - Business and Industry
    - Unions
    - Community Spokesmen
    - School Administrators and Teachers
    - Sociologists
    - Urban Planners
    - Educational Researchers
    - Experts on School Law

IV. CONDUCT OF STUDY

The Delphi exercise will be conducted by mail. While there are advantages to gathering Delphi participants together in one location to work independently for the one or two days required to complete the rounds, we feel that it will be more advantageous in this project to conduct the study by mail. In addition to being less costly (there is no need to pay travel and per diem expenses for the participants), the mail procedure will allow time for more detailed analysis between rounds. Also, we are more likely to secure voluntary participation from highly respected professionals with many commitments.

The materials that will be sent to the Delphi participants for the first round of the exercise are:

- Cover letter.
- Background material on multicultural education.
- Directions for completing the Delphi instrument.
- Delphi instrument.
- Addressed envelope for return of instrument.

In the first round of the study, participants will rate the events and provide comments on proposed intervention policies. Participants will also be encouraged to suggest additional events.

For the second round, the suggestions received from first-round participants will be incorporated in the study material, and interquartile ranges and medians for the three numerical ratings on each event will be determined. The median is the middle estimate of the group and is a representative figure for the group response. The interquartile range contains the middle 50 percent of the estimate, and is a representative figure for the spread, or amount of disagreement, within the group.

Policy intervention comments will be analyzed and areas requiring further explication will be identified. Second-round participants will be asked to rate the statements again on which there was no consensus during the first round and, if they have opinions markedly different from the median opinion, to provide arguments in favor of their point of view. The second-round answers will then be incorporated into a revised interquartile range and median for each rating and the arguments will be combined into a separate document for use in the third round.

In the third round, participants will be asked to rate again only those statements on which there is still a wide range of opinion. In making this rating, they will be asked to consider the arguments of others and to revise their own opinions, if warranted. This last round will complete the consensus generation portion of the Delphi study. Historically, it has been found that additional rounds would be unlikely to improve the consensus. Specific task steps are described below.

A. Prepare and format study materials.

Proper formatting of the Delphi study will be of prime importance for two reasons. First, statements to be rated must be presented clearly and simply to conserve the time of the participants. Second, there is likely to be a psychological carry-over to a substantial degree from one question or statement to another, and thus a reasonable order of presentation is important.

B. Send Round 1 materials to participants.

Once all the materials for the study are prepared, Round 1 mailing will be made to the participants. SDC project members are prepared to discuss by telephone any matters that are not clear to a participant or to assist him in performing his task, without influencing his ratings.

C. Analyze Round 1 results and prepare round 2 materials.

The response from Round 1 will be collated, and medians and quartiles will be computed for each of the three numerical ratings (probability of occurrence, desirability, and self-rating). The second set of materials will then be prepared showing the results of the Round 1 analysis and adding the suggested questions, statements, and other inputs furnished by participants in the first round.

D. Send Round 2 materials to participants.

Round 2 mailings will be handled in the same way as those for Round 1. In Round 2, participants will be requested to rate those events for which there was substantial disagreement on Round 1, and the new events which were added by the panelists. Self-ratings will be requested only for the new events. They will also be asked to provide arguments in defense of their positions if their judgment of an event differs significantly from that of others in the group. Policy initiatives suggested by the new events will be listed.

E. Analyze Round 2 results and prepare Round 3 materials.

The results from Round 2 will be collated in the same fashion as the results of Round 1. The arguments for an event will be placed on cards, so that a complete set of arguments for an event can be assembled.

Round 3 materials will include a letter of instruction, a copy of the study packet showing the collated results of Round 2, a blank copy of the study packet, and a set of arguments for those items with which some participant was in disagreement.

F. Send Round 3 materials to participants.

The same procedures will be used as for Round 1. For Round 3, only those items for which there was substantial disagreement on Round 2 will be rated. Those that still disagree with the majority will be requested to submit any additional arguments they desire in support of their point of view.

G. Analyze Round 3 results and document the study results.

The results of Rounds 2 and 3 will be collated and a final listing of responses will be prepared. Remaining arguments in favor of divergent ratings will be retained and included in the project final report.

V. DATA ANALYSIS

The basis data to be collected in the study will be the judgments of the panelists concerning probability of occurrence and type of impact that different factors not under the control of the schools will have on ethnic interaction and academic achievement. In addition, panelists will be asked to identify significant developments not on the initial list to recommend strategies to resolve undesirable trends and to make other comments they believe to be pertinent.

The study will include three rounds. The second and third rounds will consist of reassessments in light of the responses to the previous round. There will also be additional questions added for the second and third round so that, as the study progresses, the questions will target in increasing detail upon events appearing to be of particularly critical impact on equal educational opportunity.

The primary analysis of the data will consist of tabulation of responses from all rounds, with measures of the change in judgments over rounds and the degree of convergence (decrease in interquartile range) across rounds. These tabulations will allow identification of the trends on which there is substantial agreement or substantial disagreement among the panelists.

Substantial disagreement could mean either that the development in question is highly uncertain, or that the differing backgrounds of the panelists induce different responses. The first possibility can be roughly gauged in terms of the median self-ratings on the question. In general, low median self-ratings indicate that the panel is uncertain on that question. Some light on the second possibility will be shed by the comparison across "subpanels" discussed below.

The judgments themselves will highlight which trends or developments the panels perceive as significant and/or desirable. Discrepancies--e.g., high desirability ratings and low likelihood of the desirable outcomes or high likelihood ratings with negative desirability ratings--will indicate a major problem that will need action.

In addition to this direct tabulation and interpretation of the panelists' judgments, several additional forms of analysis will be conducted to furnish insight into the perceptions of alternative futures by the panelists.

- Comparison of the expectations of the various disciplines on the panel. Medians and quartiles on all items will be computed for "subpanels" consisting of all the persons from each discipline or group. While these tabulations will not be fed back to the panelists, they will be compared to furnish indication of uniformity or lack of uniformity among experts of different sorts. The qualifier "rough" is added here because of the small size of the subpanels.
- Correlation of judgments and characteristics of the panelists (e.g., occupation, etc.). This analysis is aimed at determining whether there are systematic differences in expectations depending on the individual background and characteristics of respondents.
- Several composite potential futures will be outlined based on the likelihood judgments: 1) A "most likely" state of affairs with a rough assessment of its overall probability; 2) Several possible variant futures with lower, but non-negligible likelihoods.

Depending on the nature of the panel judgments, these variants may be separate descriptions, or statements of the areas where major deviations from the most likely scenario can be expected. This summary analysis will take into account the results from the questionnaires posed to the individual panels, as well as the response on the common items.

All responses will be held in strictest confidence. No responses will be attributed to any one individual participant.

VI. SCHEDULING

The project is planned to extend for approximately 30 weeks. This time will be spent as follows:

WEEK	TASK#	DESCRIPTION
1-2	1	Final organization of the project will be completed and a panel of experts will be organized.
3-5	2	The first cycle questionnaire will be developed and the organization of the Delphi panel will be completed.
6-8	3	First cycle questionnaires will be distributed and returned. Telephone follow-up for tardy questionnaires will begin seven days after the initial mailing.
9-11	4	First cycle results will be keypunched, statistically processed and analyzed.
12-13	5	Second cycle questionnaire will be developed.
14-16	6	Second cycle questionnaires will be distributed and returned.
17-20	7	Second cycle data will be analyzed.
21-22	8	Third cycle questionnaire will be developed.
23-25	9	Third cycle questionnaires will be distributed and returned.
26-28	10	Third cycle data will be analyzed.
29-30	11	Recommendations and final project report will be developed.

VII. CONTENT OF THE DELPHI INSTRUMENTS

The purpose of the Delphi exercise will be to determine the types of interaction which might potentially exist between certain goal areas of multicultural education and a set of futuristic events which will be largely beyond the ability of the school system to control. In addition, the questionnaires will ask respondents to evaluate the probability of the occurrence of each event, to suggest possible intervention strategies, to suggest related event statements which can be included in later Delphi instruments, to rate their own familiarity with the content area of each event, and to provide any additional comments which are felt appropriate.

The three broad goal areas in which interaction will be evaluated are:

- Positive experiences with ethnic interaction.
- Improved academic achievement.
- Improved multicultural understanding.

The events which will be hypothesized will, by their very nature, encompass a large segment of the American scene. Among the significant factors of potential impact on equal educational opportunity are:

Housing
Transportation
Cultural and recreational facilities
Welfare services
Zoning patterns
Taxation systems
Media prejudices
Peer group values
Residential patterns
Employment opportunities
Housing availability
Family income
Attitudes toward middle class values
Ethnocentrism
Ethnic self-images

This list is not meant to be inclusive. Rather, it contains glaring holes which will only be able to be filled in by a systematic and painstaking analysis of the factors which can potentially affect ethnic interaction and academic achievement. Then, when these factors are compiled into a reasonably complete list, probabilistic event statements will be written for each of these areas to be included in the Delphi questionnaire. A representative set of events for the factor of housing follows:

Event A	Within the next 10 years, new federal housing legislation will allow any citizen to purchase a home or condominium with a 5 percent downpayment and with the federal government guaranteeing the repayment of the loan.
Event B	Within the next 10 years, changes in zoning and construction codes and new technological breakthroughs will reduce the cost of new houses by at least 40 percent.
Event C	No qualitative gains in housing can be expected for populations now housed in inner city ghettos for at least 20 years. Schools will still have to contend with a large proportion of students having to undergo a lack of privacy, excessive noise, and unsanitary living conditions at home.
Event D	Within the next 10 years, substantially all areas of Los Angeles will be racially and ethnically integrated but communities within the city will be even more stratified according to economic status.
Event E	The development of "new cities" and massive housing developments in the greater Los Angeles area over the next 10 years will cause the schools servicing these communities to be fully integrated due to the multicultural and multi-income structure of the communities themselves.
Event F	. . . .

In a similar manner, other sets of event statements will be compiled for other significant factors. Each Delphi questionnaire will contain approximately 100 such event statements set forth in the format depicted in Figure 2 on the following page.

As each cycle of the Delphi is completed and analyzed, statements upon which there is substantial agreement will be replaced by other statements suggested by respondents. Where there is substantial disagreement in the responses, the statements will remain on the next cycle's questionnaire so that respondents can modify their answers based upon the summarized data from the other participants.

FACTOR-HOUSING	SELF-RATING OF RESPONDENT'S KNOWLEDGE OF THIS FACTOR			GOAL AREAS							
Event	Circle number that best indicates your knowledge of this factor and its influence			Positive Ethnic Interactions			Improved Academic Achievement			Improved Multi… Understanding	
	little knowledge	some knowledge	extensive knowledge	great negative impact	no impact	great positive impact	great negative impact	no impact	great positive impact	great posi-nega-impact	no impa
A. Within the next 10 years, new federal housing legislation will allow any citizen to purchase a home or condominium with a 5% downpayment and with the federal government guaranteeing the repayment of the loan.	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4
B. Within the next 10 years, changes in zoning and construction codes and new technological breakthroughs will reduce the cost of new houses by at least 40%.	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4
C. No qualitative gains in housing can be expected for populations now housed in inner city ghettos for at least 20 years. Schools will still have to contend with a large proportion of students having to undergo a lack of privacy, excessive noise, and unsanitary living conditions at home.	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4
D. Within the next 10 years, substantially all areas of Los Angeles will be racially and ethnically integrated; but communities within the city will be even more stratified than at present according to economic status.	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4
E. The development of "new cities" and massive housing developments in the greater Los Angeles area over the next 10 years will cause the schools servicing these communities to be fully integrated due to the multicultural and multi-income structure of the communities themselves.	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4 5	6 7	1 2	3 4

	PROBABILITY OF OCCURRENCE	INTERVENTION POLICIES	SUGGESTIONS FOR RELATED DELPHI ITEMS	COMMENTS
ral great positive impact	Circle the percentage that best indicates the probability of occurrence of each event. Unlikely | As likely As not | Likely	If the event is desirable, what--if anything--should be done to promote its occurrence and which agencies should take an active role in this process. If the event is undesirable, what role--if any--should be done and which agencies should take an active role in counteracting it or in promoting a more desirable trend?		
6 7	0 20 | 40 60 | 80 100			
6 7	0 20 | 40 60 | 80 100			
6 7	0 20 | 40 60 | 80 100			
6 7	0 20 | 40 60 | 80 100			
6 7	0 20 | 40 60 | 80 100			

VII. PROJECT ORGANIZATION AND COSTING

As related in the project schedule, this effort is planned to extend over 30 weeks with work being divided between District personnel and a team of consultants from System Development Corporation (SDC). The SDC team will be responsible for developing the event statements and the required Delphi instruments, analyzing the return forms, and authoring the final report. District personnel will be responsible for assembling the Delphi panel of 50 experts, reproducing and distributing the Delphi questionnaires, and superintending the progress of the entire effort.

The cost of the SDC consulting contract will be approximately $18,500. This amount would include the use of persons experienced in developing Delphi instruments, plus editors to develop the event statements, Delphi instruments, and final report; and the use of statisticians and keypunchers, plus computer time, to analyze the returned questionnaires. SDC has stated that this figure should be construed only as an estimate for planning purposes and, when invited, they will be pleased to present the District with a formal proposal (including detailed costing) to deliver the above services.

Additional project costs would be $500 for postage and communication and $5,000 for panel member honorariums (50 panel members at $100 each). Since it will require 4 to 8 hours of work for each panel member to complete each of the three questionnaires, the $100 is extremely reasonable.

Based on the above figures, the estimated cost of the entire effort would be $24,000. It is hoped that the project can be initiated by November 1, 1972, so that it can be completed by the end of the 1972-73 school year.

PART D

MANAGEMENT PLAN

SECTION XIV

MANAGEMENT OVERVIEW

SECTION XIV

MANAGEMENT OVERVIEW

Program administrators have found that planning and managing school district activities are increasingly complex jobs. In this document we suggest activities to meet the demand for cultural and ethnic interaction, and to maintain a constantly improving educational program. This plan includes a management system to provide information which is necessary for:

(1) Planning educational programs that are responsive to the unique needs of the Los Angeles Unified School District.

(2) Communicating to the community and outside agencies how these needs and desires are met in the school system.

(3) Choosing among the alternative ways in which the District will allocate available resources to achieve the goals and objectives for equal education opportunity.

The system for management of the proposed activities is directed toward the effective utilization of District resources--personnel, time, materials and facilities--in the performance of specifically defined tasks.

The system will emphasize the integration of the following elements as they relate to each activity:

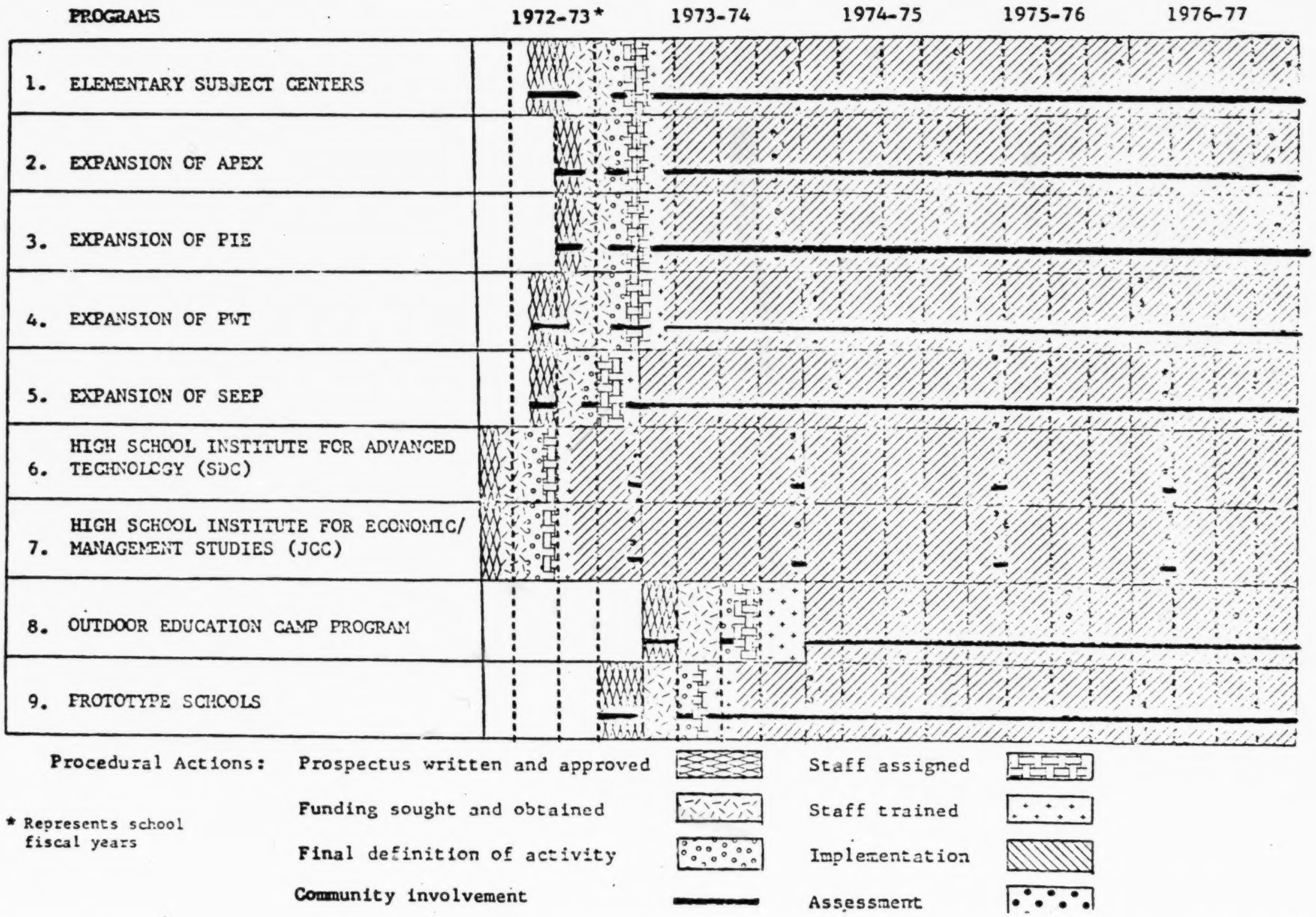
- Identification of community and pupil needs
- Formal definition of District goals, objectives, and priorities for cultural and ethnic interaction
- Arrangement of activities into programs directed toward the achievement of goals and objectives

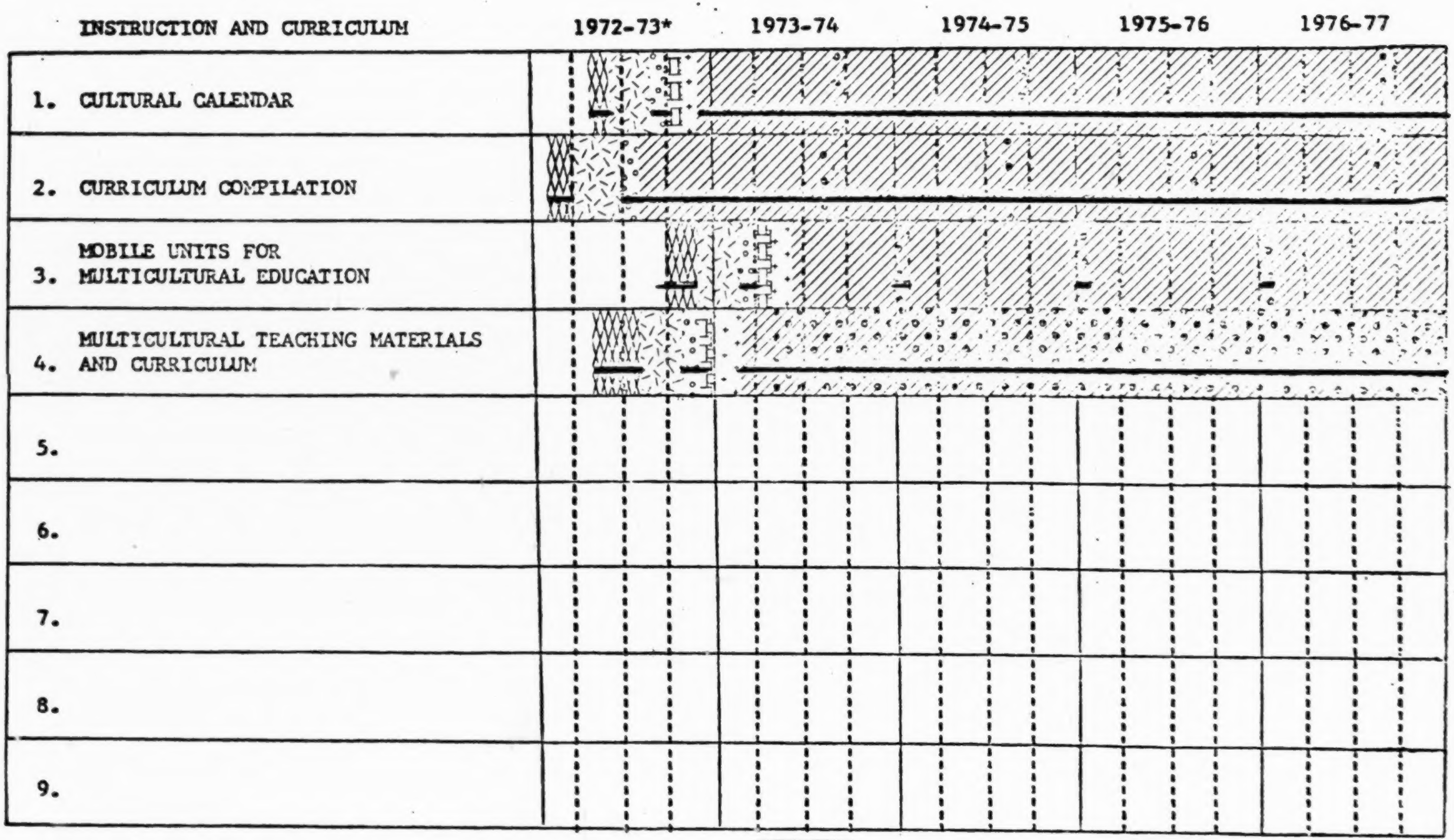
- Utilization of analytical techniques to choose among alternative programs
- Allocation of resources to programs
- Evaluation of the District activities by assessing the degree to which objectives are accomplished.

Multi-year projections of multicultural education activities (see Activity Schedule Bar Charts,following) will provide the basis for effective planning, which will enable the District to meet the educational needs of the total community.

SECTION XV

SUGGESTED TIME SCHEDULE

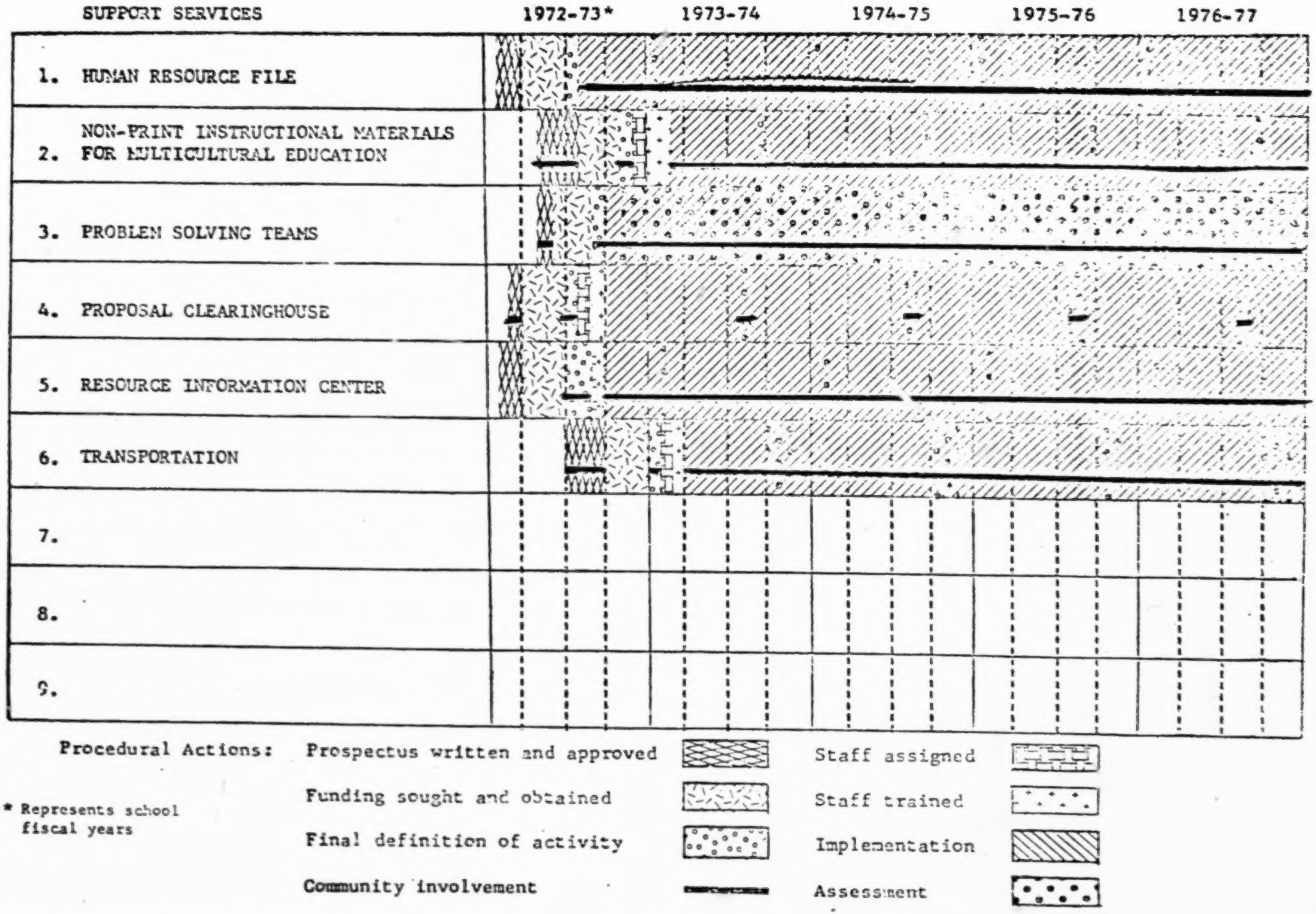

PROGRAMS
1972-73*
1973-74
1974-75
1975-76
1976-77
1. ELEMENTARY SUBJECT CENTERS
2. EXPANSION OF APEX
3. EXPANSION OF PIE
4. EXPANSION OF PWT
5. EXPANSION OF SEEP
6. HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY (SDC)
7. HIGH SCHOOL INSTITUTE FOR ECONOMIC/ MANAGEMENT STUDIES (JCC)
8. OUTDOOR EDUCATION CAMP PROGRAM
9. PROTOTYPE SCHOOLS
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
Assessment
* Represents school fiscal years



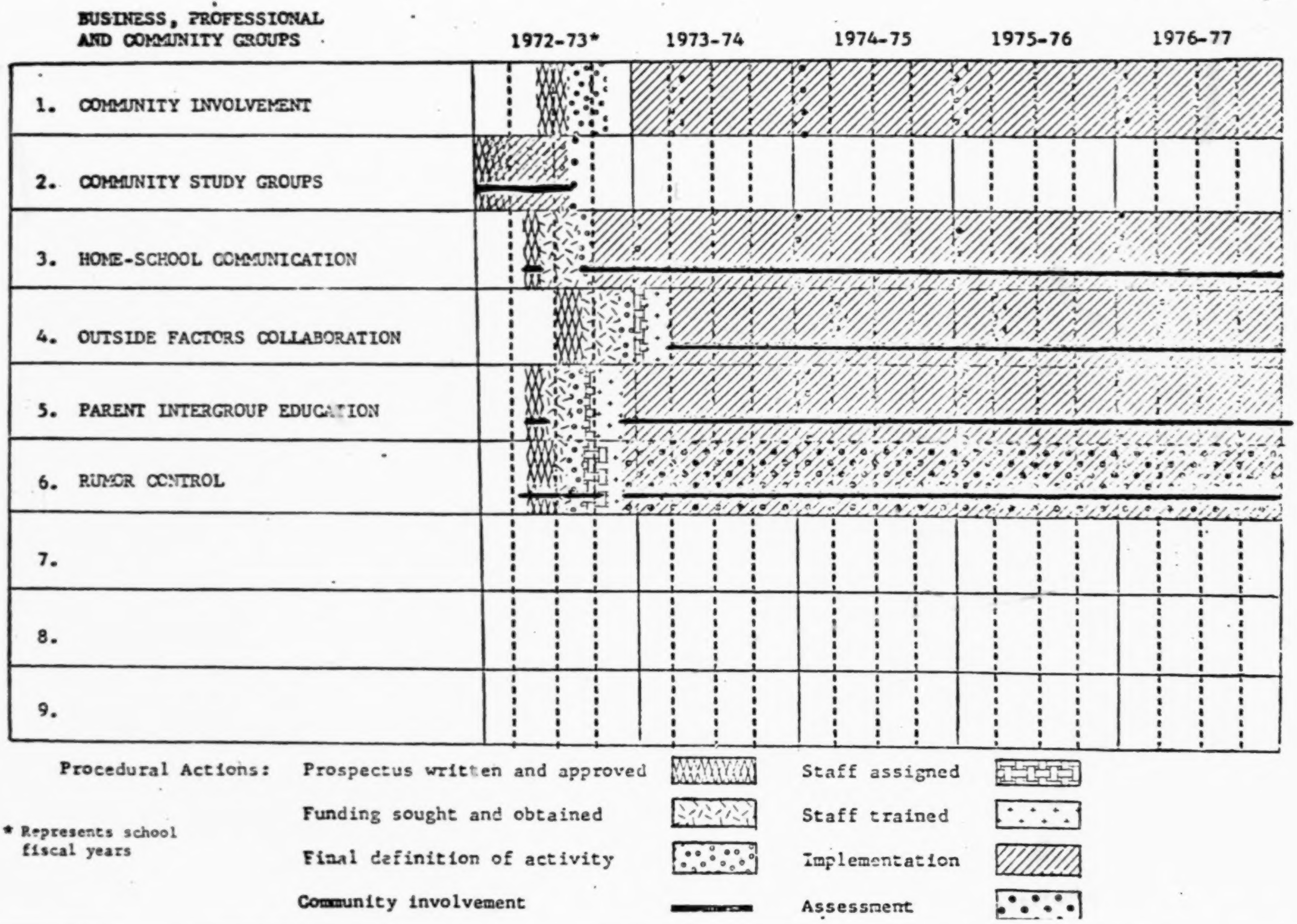
Procedural Actions:

Prospectus written and approved	▩	Staff assigned	▦
Funding sought and obtained	▨	Staff trained	⁘
Final definition of activity	○	Implementation	▧
Community involvement	▬	Assessment	•

* Represents school fiscal years

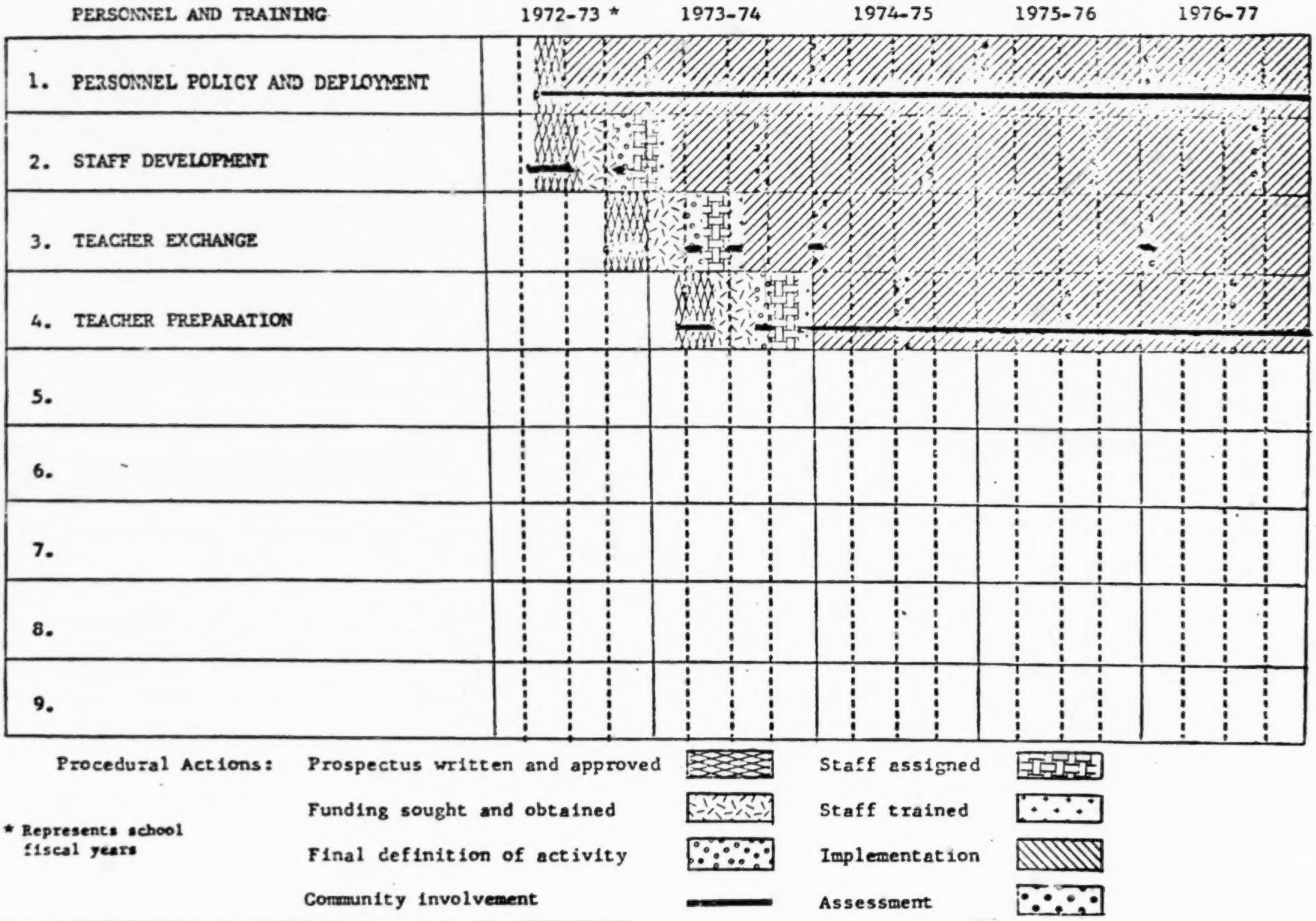


* Represents school fiscal years

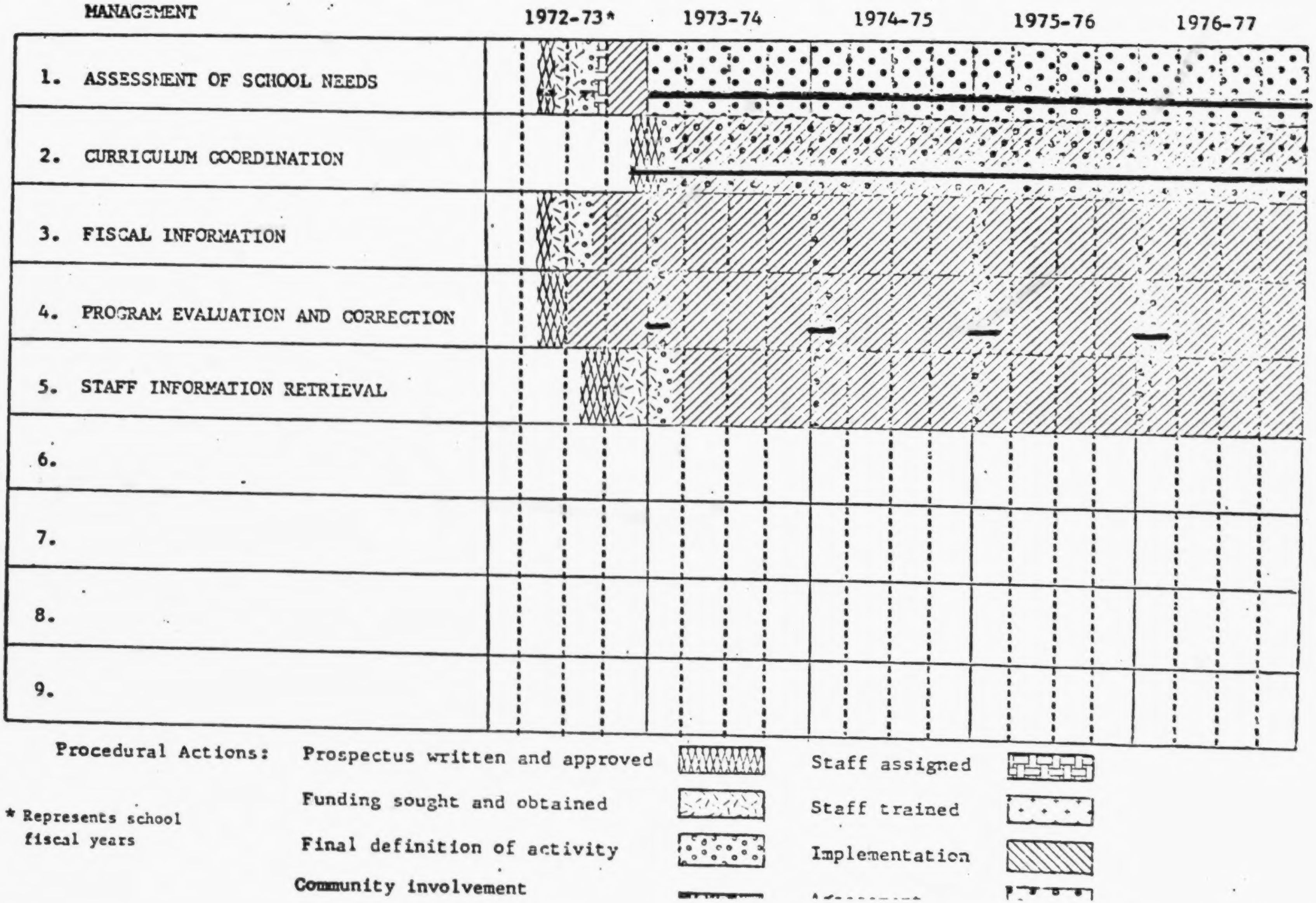


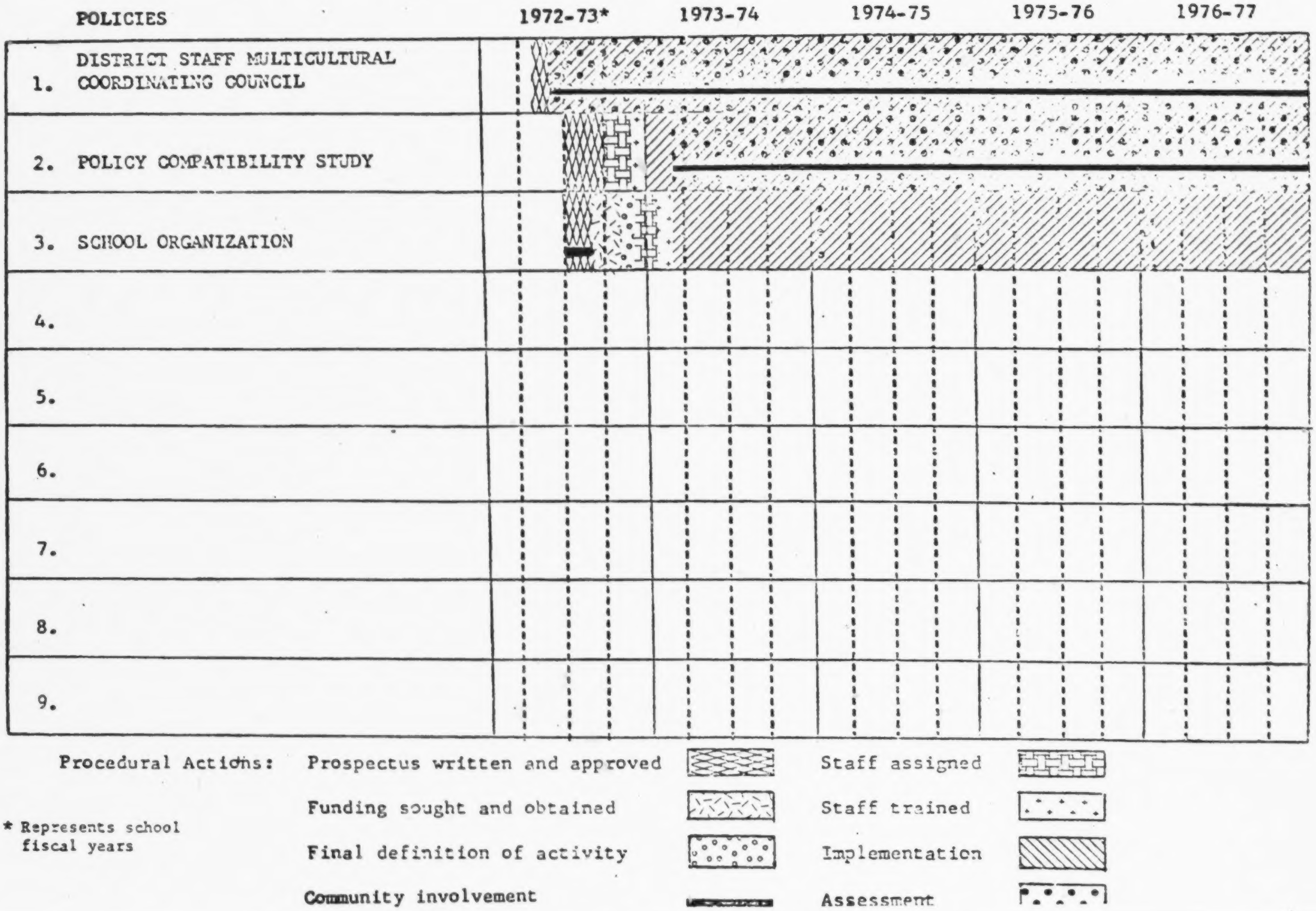
* Represents school fiscal years

PERSONNEL AND TRAINING

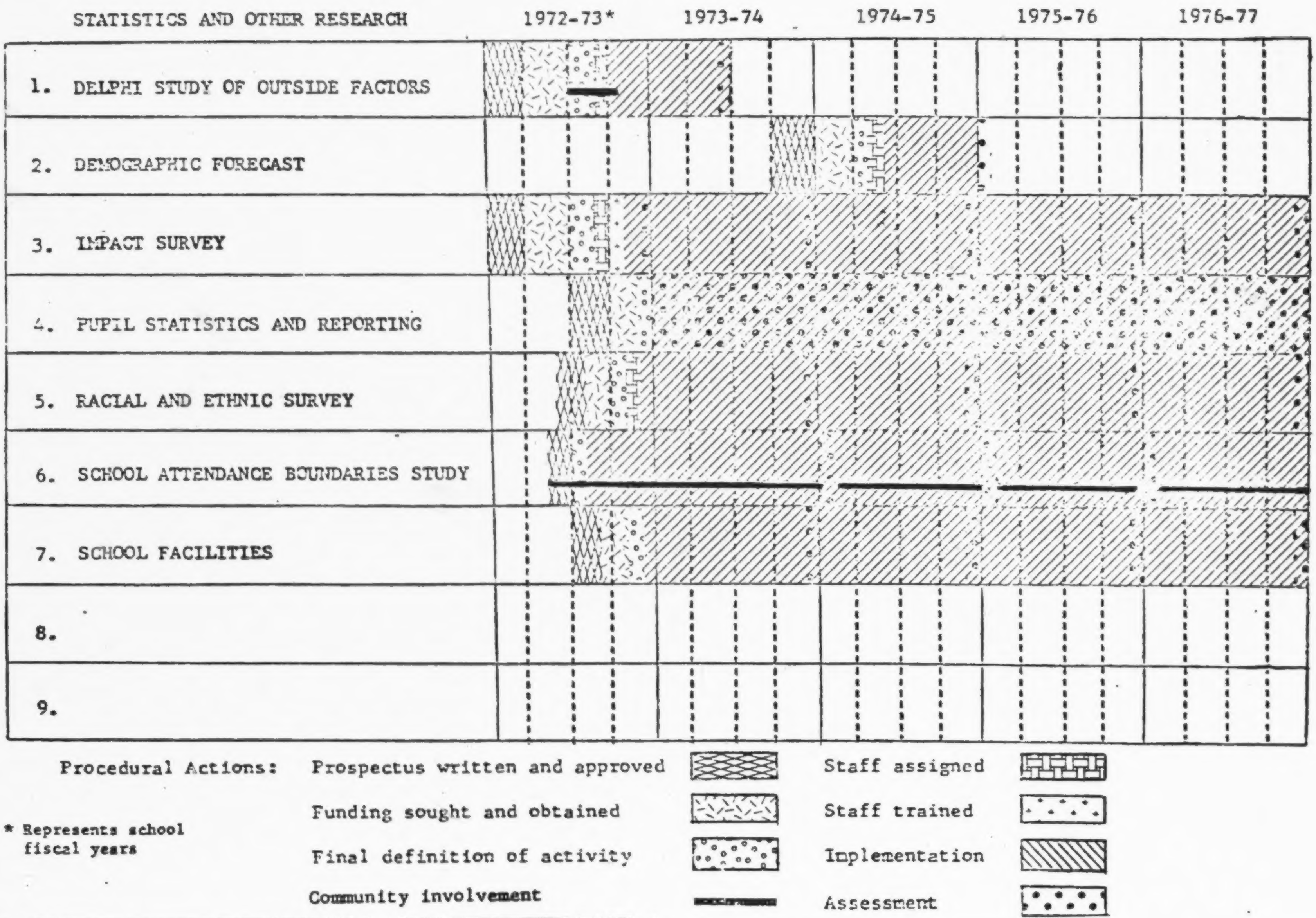


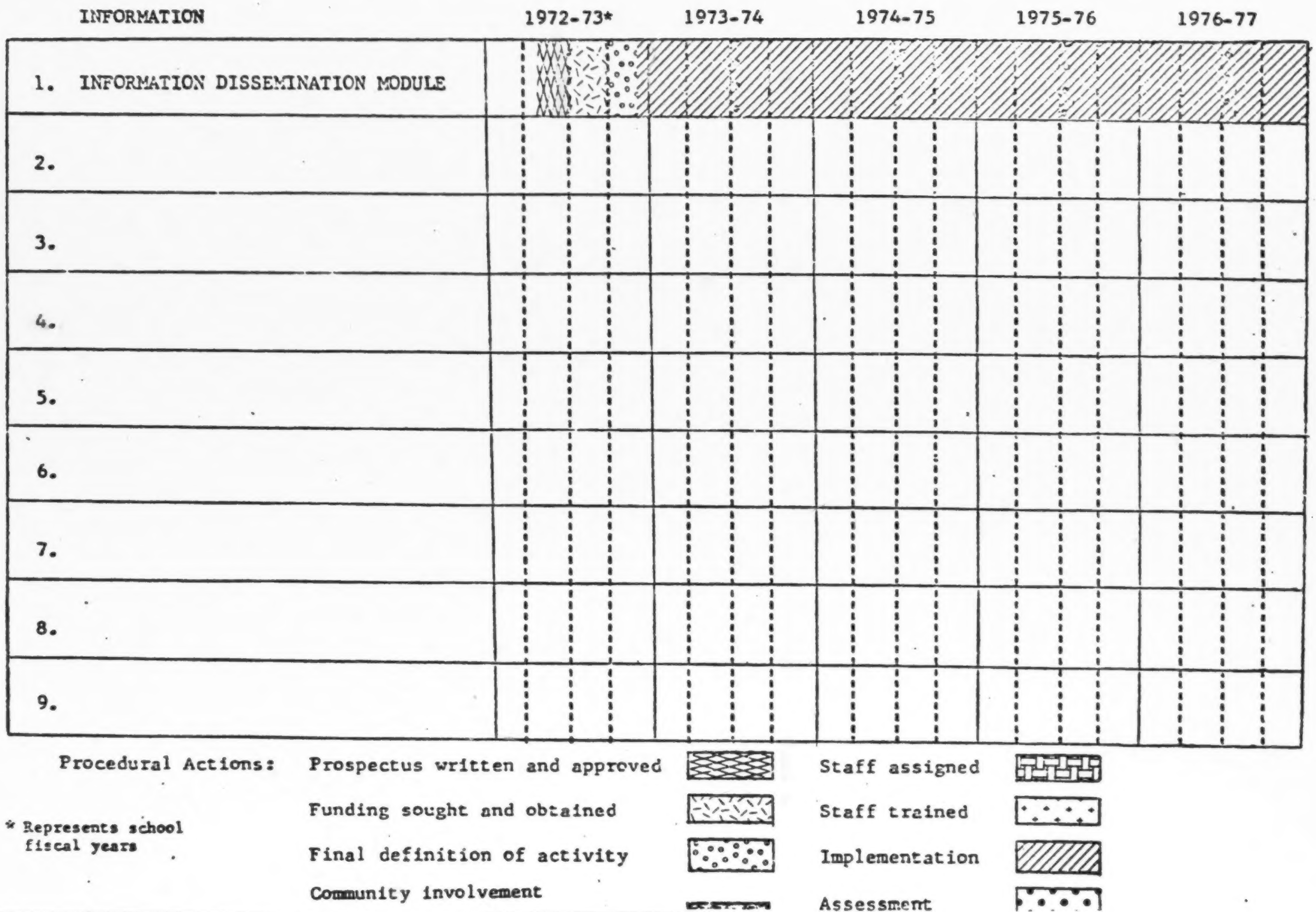
* Represents school fiscal years


MANAGEMENT
1972-73*
1973-74
1974-75
1975-76
1976-77
1. ASSESSMENT OF SCHOOL NEEDS
2. CURRICULUM COORDINATION
3. FISCAL INFORMATION
4. PROGRAM EVALUATION AND CORRECTION
5. STAFF INFORMATION RETRIEVAL
6.
7.
8.
9.
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
* Represents school fiscal years



* Represents school fiscal years


STATISTICS AND OTHER RESEARCH
1972-73*
1973-74
1974-75
1975-76
1976-77
1. DELPHI STUDY OF OUTSIDE FACTORS
2. DEMOGRAPHIC FORECAST
3. IMPACT SURVEY
4. PUPIL STATISTICS AND REPORTING
5. RACIAL AND ETHNIC SURVEY
6. SCHOOL ATTENDANCE BOUNDARIES STUDY
7. SCHOOL FACILITIES
8.
9.
Procedural Actions:
Prospectus written and approved
Funding sought and obtained
Final definition of activity
Community involvement
Staff assigned
Staff trained
Implementation
Assessment
* Represents school fiscal years



* Represents school fiscal years

ED 072143

APPENDICES

SYSTEMS FOR MULTICULTURAL EDUCATION PLANNING FRAMEWORK

VOLUME II

LOS ANGELES UNIFIED SCHOOL DISTRICT

OCTOBER 1972

013178

PART E

APPENDICES

APPENDIX A

PERTINENT LEGISLATION

APPENDIX A

Los Angeles City Board of Education Communication No. 1, March 6, 1972

Assembly Bill 724 (Bagley)--Sections 5002 and 5003 of the California State Education Code

The Proposed Equal Educational Opportunities Act of 1972

Emergency School Aid Act, Title VII, Higher Education Act of 1972

Ethnic Heritage Studies Act

Civil Rights Act of 1964, Title IV, Desegregation of Public Education

Elementary Secondary Education Act, Title III

New Careers in Education California State Education Code, Chapter 1586

TO: LOS ANGELES CITY BOARD OF EDUCATION

FROM: SUPERINTENDENT OF SCHOOLS

VIA: COMMITTEE OF THE WHOLE

Communication No. 1
Prepared by the Office of the Superintendent
for Presentation to the Committee of the Whole
on March 6, 1972

SUBJECT: PLAN BY WHICH THE DISTRICT WILL OFFER A METHOD SEEKING TO MEET THE REQUIREMENTS OF AB 724

A. Proposal

It is proposed to establish an Ad Hoc Staff Task Force to assume the responsibility for developing a method by which the District will seek to meet the requirements of AB 724 (Bagley).

B. Background

The 1971 session of the Legislature of the State of California passed AB 724 (Bagley) which in essence placed State Board of Education guidelines concerning racial imbalance into law. This Bill was signed by the Governor during December, 1971. During January, 1972, the Los Angeles City Board of Education approved a motion which directed the Superintendent to involve staff from the State Department of Education, the County Superintendent of Schools' Office and the University of California at Riverside, together with District staff in the development of proposals for innovative integration program activities. On February 17, 1972, the Los Angeles City Board of Education adopted an additional motion directing the Superintendent to "...submit to the Board of Education by March 4, 1972, a recommended plan which will offer a method by which the District will seek to meet the requirements of AB 724 (Bagley)..."

On February 28, 1972, the Los Angeles City Board of Education authorized the Superintendent to establish an Ad Hoc Staff Task Force charged with the responsibility to disseminate information concerning the various options available to parents involved in Phase III of the School Building Vacation Program. The Superintendent was directed to present the findings of this Ad Hoc Staff Task Force to the Board of Education on April 3, 1972.

The proposal contained in this communication will establish an Ad Hoc Staff Task Force which will develop a process by which the District could meet the requirements of AB 724. The Task Force will utilize the following guidelines:

1. AB724 signed into law by the Governor of California
2. The proposed State Board of Education guidelines which will be developed to implement AB 724
3. Data developed by the committees and task forces described above, and
4. The following criteria adopted by the Los Angeles City Board of Education on February 17, 1972:
    a. "The allocation of resources in accordance with a system of priorities which will meet the requirements of schools with the greatest need.
    b. " The continued pursuit of cooperation with city and county governmental agencies to create an integrated and coordinated approach to the enhancement of education to facilitate integration."

c. "The expansion of the Voluntary Bussing Program."
d. "The more effective utilization of building facilities for the purpose of aiding integration. The plan for such utilization shall consider factors such as the selective closing of schools, the movement of students from earthquake damaged buildings to vacant classrooms in order to comply with the Field Act, and the year round school."

The Task Force will be authorized to utilize experts in the fields of systems analysis and demographic analysis in order to develop its proposals. The initial report of the Task Force will present a task analysis, including a time schedule for a process by which the District will seek to meet the requirements of AB 724 (Bagley) to the Board of Education for approval on May 15, 1972. This task analysis will provide for involvement of other governmental agencies, business, industry and the community. It will include such decision dates as are contained in the District's budget calendar and other significant dates as might be required should the plan to be developed include activities which would be implemented during the fall semester of 1972.

C. Budget Implications

The establishment of an Ad Hoc Task Force For the period April 3, 1972, through September 30, 1972, will require a budget allocation of $63,815. The requirement for the remainder of 1971-72 will be $30,000, with the additional $33,815, being required for use between July 1, 1972, and September 30, 1972. These funds would be exclusive of the cost for the implementation of any plan or method which the Task Force might devise.

D. Recommendations

IT IS RECOMMENDED THAT:

1. The Task Force described in this communication be approved and the following transfer from the undistributed reserve be authorized:

FROM:	Undistributed Reserve-Contingencies	$30,000
TO:	ADMINISTRATION Supt.& His Office - OE	$30,000

2. After the above transfer has been made, the amount of the Reserve will be as follows:

	Undistributed Reserve - Contingencies - General Fund
Reserve - Final Budget	$2,041,636
Transfers - Prior	1,824,683
Transfers - This Report	30,000
Reserve After Transfers	$ 186,953

3. A commitment of $33,815 be placed on the 1972-73 School District Budget for the continuation of the Task Force through September 30, 1972.

4. The Budget Division be authorized to establish the necessary positions required for the implementation of the Ad Hoc Staff Task Force described in this communication.

5. The Superintendent be authorized to assign staff to the positions established for the Task Force.

Respectfully submitted

William Johnston

WILLIAM J. JOHNSTON
Superintendent of Schools

AMENDED IN SENATE AUGUST 3, 1971
AMENDED IN ASSEMBLY APRIL 2, 1971

CALIFORNIA LEGISLATURE—1971 REGULAR SESSION

ASSEMBLY BILL No. 724

Introduced by Assemblyman Bagley

March 3, 1971

REFERRED TO COMMITTEE ON EDUCATION

An act to add Sections 5002 and 5003 to the Education Code, relating to pupil enrollment.

LEGISLATIVE COUNSEL'S DIGEST

AB 724, as amended, Bagley (Ed.). Pupil enrollment.

Adds Sec. 5002, 5003, Ed.C.

Declares policy of Legislature that persons or agencies responsible for establishment of school attendance centers or assignment of pupils shall ~~exert all effort to~~ prevent and eliminate racial and ethnic imbalance in pupil enrollment. Requires that prevention and elimination of such imbalance be given high priority in all decisions relating to school sites, school attendance areas, and school attendance practices.

Requires consideration of specified factors in carrying out such policy.

Requires school district governing boards to submit statistics periodically to Department of Education regarding racial and ethnic makeup of school population in each school.

Provides that racial or ethnic imbalance is indicated in school if percentage of pupils of one or more racial or ethnic groups differs significantly from districtwide percentage. Requires districts to study and consider plans for alternative pupil distributions upon a finding by Department of Education that percentage so differs and authorizes district to consider specified factors among feasibility factors.

Requires districts to analyze total educational impact of alternate plans on pupils of district and submit reports of study and alternative plans, with schedules for implementation, to Department of Education for its acceptance or rejection. Requires department to determine adequacy of alternative district plans and implementation schedules and to report its findings to State Board of Education.

Requires submission of summary report of findings of the department to the Legislature annually.

Requires State Board of Education to adopt rules and regulations to carry out intent of act.

Vote—Majority; Appropriation—No; Fiscal Committee—Yes.

The people of the State of California do enact as follows:

SECTION 1. Section 5002 is added to the Education Code, to read:

5002. It is the declared policy of the Legislature that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall ~~exert all effort to~~ prevent and eliminate racial and ethnic imbalance in pupil enrollment. The prevention and elimination of such imbalance shall be given high priority in all decisions relating to school sites, school attendance areas, and school attendance practices.

SEC. 2. Section 5003 is added to the Education Code, to read:

5003. (a) In carrying out the policy of Section 5002, consideration shall be given to the following factors:

(1) A comparison of the numbers and percentages of pupils of each racial and ethnic group in the district with their numbers and percentages in each school and each grade.

(2) A comparison of the numbers and percentages of pupils of each racial and ethnic group in certain schools with those in other schools in adjacent areas of the district.

(3) Trends and rates of population change among racial and ethnic groups within the total district, in each school, and in each grade.

(4) The effects on the racial and ethnic composition of each school and each grade of alternate plans for selecting or enlarging school sites, or for establishing or altering school attendance areas and school attendance practices.

(b) The governing board of each school district shall periodically, at such time and in such form as the Department of Education shall prescribe, submit statistics sufficient to enable a determination to be made of the numbers and percentages of the various racial and ethnic groups in every public school under the jurisdiction of each such governing board.

(c) For purposes of Section 5002 and this section, a racial or ethnic imbalance is indicated in a school if the percentage of pupils of one or more racial or ethnic groups differs significantly from the districtwide percentage.

(d) A district shall study and consider plans which would result in alternative pupil distributions which would remedy such an imbalance upon a finding by the Department of Education that the percentage of pupils of one or more racial or ethnic groups in a school differs significantly from the districtwide percentage. A district undertaking such a study may consider among feasibility factors the following:

(1) Traditional factors used in site selection, boundary determination, and school organization by grade level.

(2) The factors mentioned in subdivision (a) of this section.

(3) The high priority established in Section 5002.

(4) The effect of such alternative plans on the educational programs in that district.

In considering such alternative plans the district shall analyze the total educational impact of such plans on the pupils of the district. Reports of such a district study and resulting plans of action, with schedules for implementation, shall be submitted to the Department of Education, for its acceptance or rejection, at such time and in such form as the department shall prescribe. The department shall determine the adequacy of alternative district plans and implementation schedules and shall report its findings as to the adequacy of alternative district plans and implementation schedules to the State Board of Education. A summary report of the findings of the department pursuant to this section shall be submitted to the Legislature each year.

(c) The State Board of Education shall adopt rules and regulations to carry out the intent of Section 5002 and this section.

O

92d CONGRESS
2d Session

S. 3395

IN THE SENATE OF THE UNITED STATES

March 22, 1972

Mr. Dominick introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

---

A BILL

To further the achievement of equal educational opportunities.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Equal Educational Opportunities Act of 1972".

POLICY AND PURPOSE

Sec. 2. (a) The Congress declares it to be the policy of the United States that—

(1) all children enrolled in public schools are entitled to equal educational opportunity without regard to race, color, or national origin; and

(2) the neighborhood is an appropriate basis for determining public school assignments.

II

(b) In order to carry out this policy, it is the purpose of this Act to provide Federal financial assistance for educationally deprived students and to specify appropriate remedies for the orderly removal of the vestiges of the dual school system.

FINDINGS

SEC. 3. (a) The Congress finds that—

(1) the maintenance of dual school systems in which students are assigned to schools solely on the basis of race, color, or national origin denies to those students the equal protection of the laws guaranteed by the fourteenth amendment;

(2) the abolition of dual school systems has been virtually completed and great progress has been made and is being made toward the elimination of the vestiges of those systems;

(3) for the purpose of abolishing dual school systems and eliminating the vestiges thereof, many local educational agencies have been required to reorganize their school systems, to reassign students, and to engage in the extensive transportation of students;

(4) the implementation of desegregation plans that require extensive student transportation has, in many cases, required local educational agencies to expend large amounts of funds, thereby depleting their financial re-

sources available for the maintenance or improvement of the quality of educational facilities and instruction provided;

(5) excessive transportation of students creates serious risks to their health and safety, disrupts the educational process carried out with respect to such students, and impinges significantly on their educational opportunity;

(6) the risks and harms created by excessive transportation are particularly great for children enrolled in the first six grades; and

(7) the guidelines provided by the courts for fashioning remedies to dismantle dual school systems have been, as the Supreme Court of the United States has said, "incomplete and imperfect," and have failed to establish a clear, rational, and uniform standard for determining the extent to which a local educational agency is required to reassign and transport its students in order to eliminate the vestiges of a dual school system.

(b) For the foregoing reasons, it is necessary and proper that the Congress, pursuant to the powers granted to it by the Constitution of the United States, specify appropriate remedies for the elimination of the vestiges of dual school systems.

DECLARATION

SEC. 4. The Congress declares that this Act is the legislation contemplated by section 2(a)(4) of the "Student Transportation Moratorium Act of 1972".

TITLE I—ASSISTANCE

CONCENTRATION OF RESOURCES FOR COMPENSATORY EDUCATION

SEC. 101. (a) The Secretary of Health, Education, and Welfare (hereinafter in this Act referred to as the "Secretary") and the Commissioner of Education shall—

(1) in the administration, consistent with the provisions thereof, of the programs established by title I of the Elementary and Secondary Education Act of 1965, and

(2) in the administration of any program designed to assist local educational agencies in achieving desegregation or preventing, reducing, or eliminating isolation based on race, color, or national origin in the public schools,

take such action consistent with the provisions of this title, as the Secretary deems necessary to provide assistance under such programs (notwithstanding any provision of law which establishes a program described by clause (2) of this subsection) in such a manner as to concentrate, consistent with such criteria as the Secretary may prescribe by regulation, the funds available for carrying out such programs for the provision of basic instructional services and basic supportive services for educationally deprived students.

(b) A local educational agency shall be eligible for assistance during a fiscal year under any program described by clause (2) of subsection (a) of this section (notwithstanding any provision of law which establishes such program) if it—

(1) is eligible for a basic grant for such fiscal year under title I of the Elementary and Secondary Education Act of 1965,

(2) operates a school during such fiscal year in which a substantial proportion of the students enrolled are from low-income families, and

(3) provides assurances satisfactory to the Secretary that services provided during such fiscal year from State and local funds with respect to each of the schools described in clause (2) of this subsection of such agency will be at least comparable to the services provided from such funds with respect to the other schools of such agency.

(c) In carrying out this section, the Secretary and the Commissioner of Education shall seek to provide assistance in such a manner that—

(1) the amount of funds available for the provision

of basic instructional services and basic supportive services for educationally deprived students in the school districts of local educational agencies which receive assistance under any program described in clause (1) or (2) of subsection (a) of this section is adequate to meet the needs of such students for such services, and

(2) there will be adequate provision for meeting the needs for such services of students in such school districts who transfer from schools in which a higher proportion of the number of students enrolled are from low-income families to schools in which a lower proportion of the number of students enrolled are from such families,

except that nothing in this title shall authorize the provision of assistance in such a manner as to encourage or reward the transfer of a student from a school in which students of his race are in the minority to a school in which students of his race are in the majority or the transfer of a student which would increase the degree of racial impaction in the schools of any local education agency.

(d) The Secretary shall prescribe by regulation the proportions of students from low-income families to be used in the program established by this title and may prescribe a range of family incomes, taking into account family size, for the purpose of determining whether a family is a low-income family.

EFFECT ON ENTITLEMENTS AND ALLOTMENT FORMULAS

SEC. 102. Nothing in this title shall be construed to authorize the Secretary or the Commissioner of Education to—

(1) alter the amount of a grant which any local educational agency is eligible to receive for a fiscal year under title I of the Elementary and Secondary Education Act of 1965, or

(2) alter the basis on which funds appropriated for carrying out a program described by section 101 (a) (2) of this title would otherwise be allotted or apportioned among the States.

SEC. 103. Upon approval of a grant to a local educational agency to carry out the provisions of this title, the assurances required by the Secretary or the Commissioner of Education pursuant thereto shall constitute the terms of a contract between the United States and the local educational agency, which shall be specifically enforceable in an action brought by the United States.

TITLE II—UNLAWFUL PRACTICES

DENIAL OF EQUAL EDUCATIONAL OPPORTUNITY PROHIBITED

SEC. 201. No State shall deny equal educational opportunity to an individual on account of his race, color, or national origin, by:

(a) The deliberate segregation by an educational agency of students on the basis of race, color, or national origin among or within schools.

(b) The failure of an educational agency which has formerly practiced such deliberate segregation to take affirmative steps, consistent with title IV of this Act to remove the vestiges of a dual school system.

(c) The assignment by an educational agency of a student to a school. other than the one closest to his place of residence within the school district in which he resides, if the assignment results in a greater degree of segregation of students on the basis of race, color, or national origin among the schools of such agency than would result if such student were assigned to the school closest to his place of residence within the school district of such agency providing the appropriate grade level and type of education for such student.

(d) Discrimination by an educational agency on the basis of race, color, or national origin in the employment, employment conditions, or assignment to schools of its faculty or staff.

(e) The transfer by an educational agency, whether voluntary or otherwise, of a student from one school to another if the purpose and effect of such transfer is to increase segregation of students on the basis of race, color, or national origin among the schools of such agency.

(f) The failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

RACIAL BALANCE NOT REQUIRED

SEC. 202. The failure of an educational agency to attain a balance, on the basis of race, color, or national origin, of students among its schools shall not constitute a denial of equal educational opportunity, or equal protection of the laws.

ASSIGNMENT ON NEIGHBORHOOD BASIS NOT A DENIAL OF EQUAL EDUCATIONAL OPPORTUNITY

SEC. 203. Subject to the other provisions of this title, the assignment by an educational agency of a student to the school nearest his place of residence which provides the appropriate grade level and type of education for such student is not a denial of equal educational opportunity unless such assignment is for the purpose of segregating students on the basis of race, color, or national origin, or the school to which such student is assigned was located on its site for the purpose of segregating students on such basis.

TITLE III—ENFORCEMENT

CIVIL ACTIONS

SEC. 301. An individual denied an equal educational opportunity, as defined by this Act, may institute a civil action in an apppropriate district court of the United States against such parties, and for such relief, as may be appropriate. The Attorney General of the United States (hereinafter in this Act referred to as the "Attorney General"), for or in the name of the United States, may also institute such a civil action on behalf of such an individual.

JURISDICTION OF DISTRICT COURTS

SEC. 302. The appropriate district court of the United States shall have and exercise jurisdiction of proceedings instituted under section 301.

INTERVENTION BY ATTORNEY GENERAL

SEC. 303. Whenever a civil action is instituted under section 301 by an individual, the Attorney General may intervene in such action upon timely application.

SUITS BY THE ATTORNEY GENERAL

SEC. 304. The Attorney General shall not institute a civil action under section 301 before he—

(a) gives to the appropriate educational agency notice of the condition or conditions which, in his judgment, constitute a violation of title II of this Act; and

(b) certifies to the appropriate district court of the United States that he is satisfied that such educational agency has not, within a reasonable time after such notice, undertaken appropriate remedial action.

ATTORNEYS' FEES

SEC. 305. In any civil action instituted under this Act, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney's fee as part of the costs, and the United States shall be liable for costs to the same extent as a private person.

TITLE IV—REMEDIES

FORMULATING REMEDIES; APPLICABILITY

SEC. 401. In formulating a remedy for a denial of equal educational opportunity or a denial of the equal protection of the laws, a court, department, or agency of the United States shall seek or impose only such remedies as are essential to correct particular denials of equal educational opportunity or equal protection of the laws.

SEC. 402. In formulating a remedy for a denial of equal educational opportunity or a denial of the equal protection of the laws, which may involve directly or indirectly the transportation of students, a court, department, or agency of the United States shall consider and make specific findings on the efficacy in correcting such denial of the following remedies and shall require implementation of the first of the remedies set out below, or on the first combination thereof, which would remedy such denial:

(a) assigning students to the schools closest to their places of residence which provide the appropriate grade level and type of education for such students, taking into account school capacities and natural physical barriers;

(b) assigning students to the schools closest to their places of residence which provide the appropriate grade level and type of education for such students, taking into account only school capacities;

(c) permitting students to transfer from a school in which a majority of the students are of their race, color, or national origin to a school in which a minority of the students are of their race, color, or national origin;

(d) the creation or revision of attendance zones or grade structures without exceeding the transportation limits set forth in section 403;

(e) the construction of new schools or the closing of inferior schools;

(f) the construction or establishment of magnet schools or educational parks; or

(g) the development and implementation of any other plan which is educationally sound and administratively feasible, subject to the provisions of sections 403 and 404 of this Act.

TRANSPORTATION OF STUDENTS

SEC. 403. (a) No court, department, or agency of the United States shall, pursuant to section 402, order the implementation of a plan that would require an increase for any school year in—

(1) either the average daily distance to be traveled by, or the average daily time of travel for, all students in the sixth grade or below transported by an educational agency over the comparable averages for the preceding school year; or

(2) the average daily number of students in the sixth grade or below transported by an educational agency over the comparable average for the preceding school year, disregarding the transportation of any student which results from a change in such student's residence, his advancement to a higher level of education, or his attendance at a school operated by an educational agency for the first time.

(b) No court, department, or agency of the United States shall, pursuant to section 402, order the implementation of a plan which would require an increase for any school year in—

(1) either the average daily distance to be traveled by, or the average daily time of travel for, all students in the seventh grade or above transported by an educational agency over the comparable averages for the preceding school year; or

(2) the average daily number of students in the seventh grade or above transported by an educational agency over the comparable average for the preceding school year, disregarding the transportation of any student which results from a change in such student's residence, his advancement to a higher level of education, or his attendance at a school operated by an educational agency for the first time,

unless it is demonstrated by clear and convincing evidence that no other method set out in section 402 will provide an adequate remedy for the denial of equal educational opportunity or equal protection of the laws that has been found by such court, department, or agency. The implementation of a plan calling for increased transportation, as described in clauc (1) or (2) of this subsection, shall be deemed a temporary measure. In any event such plan shall be subject to the limitation of section 407 of this Act and shall only be ordered in conjunction with the development of a long term plan involving one or more of the remedies set out in clauses (a) through (g) of section 402. If a United States district court orders implementation of a plan requiring an increase in transportation, as described in clause (1) or (2) of this subsection, the appropriate court of appeals shall, upon timely application by a defendant educational agency, grant a stay of such order until it has reviewed such order.

(c) No court, department, or agency of the United States shall require directly or indirectly the transportation of any student if such transportation poses a risk to the health of such student or constitutes a significant impingement on the educational process with respect to such student.

DISTRICT LINES.

SEC. 404. In the formulation of remedies under section 401 or 402 of this Act, the lines drawn by a State, subdividing its territory into separate school districts, shall not be ignored or altered except where it is established that the lines were drawn for the purpose, and had the effect, of segregating children among public schools on the basis of race, color, or national origin.

VOLUNTARY ADOPTION OF REMEDIES

SEC. 405. Nothing in this Act prohibits an educational agency from proposing, adopting, requiring, or implementing any plan of desegregation, otherwise lawful, that is at variance with the standards set out in this title, nor shall any court, department, or agency of the United States be prohibited from approving implementation of a plan which goes beyond what can be required under this title, if such plan is voluntarily proposed by the appropriate educational agency.

REOPENING PROCEEDINGS

SEC. 406. On the application of an educational agency, court orders or desegregation plans under title VI of the Civil Rights Act of 1964 in effect on the date of enactment of this Act and intended to end segregation of students on the basis of race, color, or national origin shall be reopened and modified to comply with the provisions of this Act.

TIME LIMITATION ON ORDERS

SEC. 407. Any court order requiring, directly or indirectly, the transportation of students for the purpose of remedying a denial of the equal protection of the laws shall, to the extent of such transportation, terminate after it has been in effect for five years if the defendant educational agency is found to have been in good faith compliance with such order for such period. No additional order requiring such educational agency to transport students for such purpose shall be entered unless such agency is found to have denied equal educational opportunity or the equal protection of the laws subsequent to such order, nor remain in effect for more than five years.

SEC. 408. Any court order requiring the desegregation of a school system shall terminate after it has been in effect for ten years if the defendant educational agency is found to have been in good faith compliance with such order for such period. No additional order shall be entered against such agency for such purpose unless such agency is found to have denied equal educational opportunity or the equal protection of the laws subsequent to such order, nor remain in effect for more than ten years.

SEC. 409. For the purposes of sections 407 and 408 of this Act, no period of time prior to the effective date of this Act, shall be included in determining the termination date of an order.

TITLE V—DEFINITIONS

SEC. 501. For the purposes of this Act—

(a) The term "educational agency" means a local educational agency or a "State educational agency" as defined by section 801 (k) of the Elementary and Secondary Education Act of 1965.

(b) The term "local educational agency" means a local educational agency as defined by section 801 (f) of the Elementary and Secondary Education Act of 1965.

(c) The term "segregation" means the operation of a school system in which students are wholly or substantially separated among the schools of an educational agency or within a school on the basis of race, color, or national origin.

(d) The term "desegregation" means "desegregation" as defined by section 401 (b) of the Civil Rights Act of 1964.

(e) An educational agency shall be deemed to transport a student if any part of the cost of such student's transportation is paid by such agency.

(f) The term "basic instructional services" means instructional services in the field of mathematics or language skills which meet such standards as the Secretary may prescribe.

(g) The term "basic supportive services" means noninstructional services, including health or nutritional services, as prescribed by the Secretary.

(h) Expenditures for basic instructional services or basic supportive services do not include expenditures for administration, operation and maintenance of plant, or for capital outlay, or such other expenditures as the Secretary may prescribe.

Preliminary Draft

EMERGENCY SCHOOL AID ACT
(TITLE VII, HIGHER EDUCATION ACT OF 1972)

Summary of Provisions

INTRODUCTION AND PURPOSE (SEC. 701-2-3)

The act signed by the President on June 23, 1972, declares that the Congress finds that the process of eliminating or preventing minority group isolation and improving the quality of education for all children often involves the expenditure of additional funds to which local educational agencies do not have access.

Purpose of ESAA is to provide financial assistance for the following purposes:

1. To meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools;
2. To encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportion of minority group students; and
3. To aid school children in overcoming the educational disadvantages of minority group isolation.

Stated policy is that guidelines and criteria to be established pursuant to the act shall be applied uniformly throughout the United States in dealing with segregation regardless of its cause, and that Civil Rights Act

Title VI guidelines and criteria shall be applied uniformly throughout the United States in dealing with segregation, whether de jure or de facto.

DEFINITIONS (SEC. 720)

Among the terms defined are the following of particular importance:

1. "Integrated school" (for purposes of establishing and maintaining such schools in predominantly minority districts):

   A school with

   a. an enrollment in which a substantial proportion of the children is from educationally advantaged backgrounds, and in which the Assistant Secretary determines that the number of non-minority-group children constitutes that proportion of the enrollment which will achieve stability, and in no event more than 65 percentum; and

   b. a faculty which is representative of the minority-group and non-minority-group population of the larger community in which it is located, or, whenever the Assistant Secretary determines that the local educational agency concerned is attempting to increase the proportion of minority-group teachers, supervisors, and administrators in its employ, a faculty which is representative of the minority-group and non-minority-group faculty employed by the local educational agency.

2. "Integrated school" (for purposes of a Metropolitan Area Project):

   A school with an enrollment in which a substantial proportion of the children is from educational advantaged backgrounds, in which the proportion of minority-group children is at least 50 percentum of the proportion of minority-group children enrolled in all schools of the local educational agency within the Standard Metropolitan Statistical Area, and which has a faculty and administrative staff with substantial representation of minority-group persons.

3. "Minority group":

   a. Persons who are Negro, American Indian, Spanish surname American, Portuguese, Oriental, Alaskan natives and Hawaiian natives; and

   b. (Except for the purpose of determining apportionment of funds among states)

      As determined by the Assistant Secretary, persons who are from an environment in which a dominant language is other than English and who, as a result of language barrier and cultural differences, do not have an equal educational opportunity.

   c. The term "Spanish surname American" includes persons of Mexican, Puerto Rican, Cuban or Spanish origin or ancestry.

4. "Minority group isolated school" and "minority group isolation": A school and condition, respectively, in which minority-group children constitute more than 50 percentum of the enrollment of the school.

FISCAL PROVISIONS (SEC. 704-5)

ESAA authorizes the appropriation of $1 billion in fiscal year 1973 and $1 billion in fiscal year 1974. The Assistant Secretary of HEW for Education is empowered to carry out the program by making grants and contracts.

After the reservation of 18 percent of the sums appropriated each year for specific or discretionary expenditure by the Assistant Secretary (see below), the remaining 82 percent is to be apportioned among the states, no state receiving less than $100,000. The state allocation is based on its proportion of the national total of minority group children aged 5-17.

Of the state's allocation:

a. No more than 15% is reserved for programs in districts with at least 15,000 minority-group children or whose enrollment is more than 50% minority, and which will establish or maintain one or more integrated schools;

b. 8 percent is reserved for programs or projects conducted by community organizations in support of plans.

The funds reserved by the Assistant Secretary are to be spent as follows:

- a. 5% of total appropriations for Metropolitan Area Projects.
- b. Not less than 4% for bilingual-bicultural programs.
- c. Not less than 3% for educational TV programs.
- d. Not more than 1% for evaluation.
- e. The remainder of the reserved funds for grants and contracts at the discretion of the Assistant Secretary. 5%

ELIGIBILITY FOR ASSISTANCE (SEC. 706)

A local educational agency is eligible for a grant if:

1. It is implementing a court-ordered plan for desegregation of students or faculty or the elimination or reduction of minority group isolation, or
2. It is implementing a voluntary plan for desegregation of students or faculty, or
3. It has adopted and is implementing (or will do so) a plan for complete elimination of minority group isolation, or
4. It has adopted and is implementing (or will do so) a plan
    - a. to eliminate or reduce minority group isolation in one or more schools,
    - b. to reduce the number of minority-group children in minority group isolated schools, or
    - c. to prevent minority group isolation in any school with at least 20% but not more than 50% minority enrollment, or

5. It has adopted and is implementing (or will do so) a plan to enroll children from another district, thus making a significant contribution to reducing minority group isolation in one or more schools of the other district.

Other types of eligibility:

1. Metropolitan Area projects (see analysis, Sec. 709).
2. Establishing or maintaining one or more integrated schools. (The district is eligible if (a) in the previous year it enrolled at least 15,000 minority-group children, or if its total enrollment was more than 50% minority, and (b) it has applied for and will receive at least an equal amount of assistance for a pilot program or project to overcome the adverse effects of minority group isolation by improving academic achievement in one or more schools.)

AUTHORIZED ACTIVITIES (SEC. 707)

1. Supplementary remedial services, including student-to-student tutoring, to meet special needs of children in schools affected by a plan.
2. Additional staff, and training and retraining staff for such schools.
3. Recruiting, hiring and training teacher aides.
4. Inservice teacher training.
5. Guidance, counseling and other personal services for children.
6. Development and use of new curricula and instructional methods to support a multicultural education program.

7. Programs using shared facilities for career education and other specialized activities.
8. Innovative interracial educational programs, including exchanges.
9. Community activities, including public information, in support of a plan.
10. Administrative and auxiliary services.
11. Planning, evaluation and dissemination of information.
12. Repair or minor remodeling of facilities, including acquisition of instructional equipment and lease or purchase of mobile units (this category limited to 10 percent of the grant).

SPECIAL PROGRAMS AND PROJECTS (SEC. 708)

1. Assistant Secretary for Education, from his reserved funds, may make grants to, and contracts with, state and local educational agencies, and other public organizations and agencies (or a combination of them) to carry out any of the authorized activities. (As much as 5% of total appropriations.)
2. Within state allocations, Assistant Secretary reserves 8% for grants to, and contracts with, public or private agencies, institutions or organizations (other than local educational agencies) to carry out programs or projects to support the development or implementation of plans and authorized activities.
3. Assistant Secretary, from his reserved funds, shall expend not less than 4% of total appropriations in grants to, and contracts

with, nonprofit agencies, institutions and organizations to develop bilingual-bicultural curricula (at request of local educational agencies), and to local educational agencies to develop and implement bilingual-bicultural curricula.

(In making bilingual-bicultural grants and contracts, there must be provision for local educational agency implementation, and for training of teachers and other educational personnel.)

(The local educational agency or other contractor must establish and involve in planning and implementation a representative program or project committee, with membership at least half of parents and at least half of members of the affected minority group.)

METROPOLITAN AREA PROJECTS (SEC. 709)

Five percent of the authorized funds (that is, $50 million in fiscal 1973 and $50 million in fiscal 1974) are reserved for the purpose of making Metropolitan Area Project grants to local educational agencies. To be eligible under this section, an LEA must be located within or adjacent to a Standard Metropolitan Statistical Area, its schools are not attended by a significant number or proportion of minority-group children, and it must have made arrangements with an LEA within its SMSA, the schools of which are attended by a significant proportion of minority-group children, for the establishment or maintenance of one or more integrated schools.

Grants under this section are for the following purposes:

1. To assist eligible LEA's in establishing and maintaining integrated schools.
2. To enable groups of LEA's in an SMSA to develop jointly a plan to reduce and eliminate minority group isolation, to the maximum extent possible, in the public elementary and secondary schools in the SMSA.
3. To pay all or part of the cost of planning and constructing integrated education parks at the secondary level, serving one or more LEA's in an SMSA.

At least one grant under this section must be for the purpose described in subparagraph 2 above. The goal of such a joint plan is that by a date no later than July 1, 1983, each school in the SMSA shall enroll at least half of the percentage of minority-group children enrolled in all the schools of the SMSA. At least two-thirds of the LEA's in the SMSA must approve the grant application, and at least two-thirds of the SMSA's enrollment must be represented by the districts approving the application.

APPLICATIONS (SEC. 710)

Among the requirements:

1. Application must have been developed in open consultation with parents, teachers and (where applicable) secondary school students, including public hearings, and with the participation of

a representative committee of parents, teachers, and (secondary) students.

2. Operation of program must be in consultation with, and with the involvement of, parents and community representatives.
3. The plan may not involve freedom of choice as a means of desegregation, unless the Assistant Secretary determines that freedom of choice will achieve complete desegregation of a dual school system.
4. The state educational agency must be given reasonable opportunity to offer recommendations to the applicant and to submit comments to the Assistant Secretary.
5. Effective procedures for continuing evaluation.

CRITERIA FOR APPROVAL (SEC. 710)

1. The need for assistance
    a. Extent of minority group isolation in the district as compared with others in the state.
    b. Financial need of the district as compared with others in the state.
    c. The expense and difficulty of carrying out a plan in the district as compared with others in the state.
    d. The degree to which deficiencies in the quality of education in the district exceed those of others in the state.
2. The degree to which the plan is likely to effect a decrease in minority group isolation.

3. The extent to which the plan constitutes a comprehensive district-wide approach to elimination of minority group isolation, to the maximum extent possible, in the schools of the district.
4. The degree to which the program offers promise of achieving the stated purposes of ESAA.
5. The amount of the grant does not exceed the amount available in the state allocation in relation to other applications from the state.
6. The degree to which the plan involves the total educational resources of the community.
7. No less favorable consideration will be given by the Assistant Secretary to an application by a district which has voluntarily adopted a plan than will be given to one by a district legally required to adopt such a plan.

EVALUATIONS (SEC. 713)

No more than 1% of the total appropriation may be reserved in any year for grants to, and contracts with, state educational agencies, institutions of higher education and private organizations, institutions, and agencies, including committees established locally to advise on programs and projects, for the purpose of evaluating specific programs and projects assisted by ESAA.

NEIGHBORHOOD SCHOOLS (SEC. 719)

"Nothing in this title shall be construed as requiring any local educational agency which assigns students to school on the basis of geographic attendance areas drawn on a racially nondiscriminatory basis to adopt any other method of student assignment."

PROHIBITION AGAINST ASSIGNMENT OR TRANSPORTATION OF STUDENTS TO OVERCOME RACIAL IMBALANCE

(TITLE VIII, HIGHER EDUCATION ACT OF 1972)

Sec. 801 states that no provision of the act (including Title VII) shall be construed to require the assignment or transportation of students or teachers in order to overcome racial imbalance.

Sec. 802 prohibits the use of funds appropriated under the act for transportation:

a. To overcome imbalance in any school or school system.

b. To carry out a plan of desegregation, except on the express written voluntary request of school officials, and even in that case when the time or distance of travel is so great as to risk the health of children or significantly impinge on the educational process, or where the receiving school would provide inferior educational opportunities.

Sec. 802 also prohibits any Federal official urging or persuading any school district to use such transportation regardless of the source of funding, and prohibits conditioning the receipt of Federal funds on the adoption of such a program.

Sec. 803 postpones the effectiveness of any U.S. district court order requiring transfer or transportation for balance until all appeals have been exhausted, or until the time for appeals has expired. This section expires January 1, 1974.

Sec. 804 authorizes a parent of a child transported under a court order to reopen or intervene in the further implementation of the order.

Sec. 805 states that the rules of evidence required to prove discrimination in assignment practices shall be uniform throughout the United States.

Sec. 806 restates the application of Sec. 407(a) of the Civil Rights Act of 1964 (prohibiting orders for racial balance requiring transportation) to every school and school district in every region of the United States.

"TITLE IX—ETHNIC HERITAGE PROGRAM

20 USC 821 note.

"STATEMENT OF POLICY

"SEC. 901. In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation.

"ETHNIC HERITAGE STUDIES PROGRAMS

Grants, contract authority.

"SEC. 902. The Commissioner is authorized to make grants to, and contracts with, public and private nonprofit educational agencies, institutions, and organizations to assist them in planning, developing, establishing, and operating ethnic heritage studies programs, as provided in this title.

"AUTHORIZED ACTIVITIES

"SEC. 903. Each program assisted under this title shall—

"(1) develop curriculum materials for use in elementary and secondary schools and institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage;

"(2) disseminate curriculum materials to permit their use in elementary and secondary schools and institutions of higher education throughout the Nation;

"(3) provide training for persons using, or preparing to use, curriculum materials developed under this title; and

"(4) cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that ethnic group or groups.

"APPLICATIONS

"SEC. 904. (a) Any public or private nonprofit agency, institution, or organization desiring assistance under this title shall make application therefor in accordance with the provisions of this title and other applicable law and with regulations of the Commissioner promulgated for the purposes of this title. The Commissioner shall approve an application under this title only if he determines that—

Approval, conditions.

"(1) the program for which the application seeks assistance will be operated by the applicant and that the applicant will carry out such program in accordance with this title;

"(2) such program will involve the activities described in section 903; and

"(3) such program has been planned, and will be carried out, in consultation with an advisory council which is representative of the ethnic group or groups with which the program is concerned and which is appointed in a manner prescribed by regulation.

Program coordination.

"(b) In approving applications under this title, the Commissioner shall insure that there is cooperation and coordination of efforts among the programs assisted under this title, including the exchange of materials and information and joint programs where appropriate.

"ADMINISTRATIVE PROVISIONS

"SEC. 905. (a) In carrying out this title, the Commissioner shall make arrangements which will utilize (1) the research facilities and personnel of institutions of higher education, (2) the special knowledge of ethnic groups in local communities and of foreign students pursuing their education in this country, (3) the expertise of teachers in elementary and secondary schools and institutions of higher education, and (4) the talents and experience of any other groups such as foundations, civic groups, and fraternal organizations which would further the goals of the programs.

"(b) Funds appropriated to carry out this title may be used to cover all or part of the cost of establishing and carrying out the programs, including the cost of research materials and resources, academic consultants, and the cost of training of staff for the purpose of carrying out the purposes of this title. Such funds may also be used to provide stipends (in such amounts as may be determined in accordance with regulations of the Commissioner) to individuals receiving training as part of such programs, including allowances for dependents.

Funds, usage.

"NATIONAL ADVISORY COUNCIL

"SEC. 906. (a) There is hereby established a National Advisory Council on Ethnic Heritage Studies consisting of fifteen members appointed by the Secretary who shall be appointed, serve, and be compensated as provided in part D of the General Education Provisions Act.

Ante, p. 326.

"(b) Such Council shall, with respect to the program authorized by this title, carry out the duties and functions specified in part D of the General Education Provisions Act.

"APPROPRIATIONS AUTHORIZED

"SEC. 907. For the purpose of carrying out this title, there are authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1973. Sums appropriated pursuant to this section shall, notwithstanding any other provision of law unless enacted in express limitation of this sentence, remain available for expenditure and obligation until the end of the fiscal year succeeding the fiscal year for which they were appropriated.".

(b) The amendment made by subsection (a) shall be effective after June 30, 1972.

Effective date.

CIVIL RIGHTS ACT OF 1964

(P.L. 88-352)

TITLE IV—DESEGREGATION OF PUBLIC EDUCATION

DEFINITIONS

SEC. 401. As used in this title—

(a) "Commissioner" means the Commissioner of Education.

(b) "Desegregation" means the assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin, but "desegregation" shall not mean the assignment of students to public schools in order to overcome racial imbalance.

(c) "Public school" means any elementary or secondary educational institution, and "public college" means any institution of higher education or any technical or vocational school above the secondary school level, provided that such public school or public college is operated by a State, subdivision of a State, or governmental agency within a State, or operated wholly or predominantly from or through the use of governmental funds or property, or funds or property derived from a governmental source.

(d) "School board" means any agency or agencies which administer a system of one or more public schools and any other agency which is responsible for the assignment of students to or within such system.

SURVEY AND REPORT OF EDUCATIONAL OPPORTUNITIES

SEC. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

TECHNICAL ASSISTANCE

SEC. 403. The Commissioner is authorized, upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicant in the preparation, adoption, and implementation of plans for the desegregation of public schools. Such technical assistance may, among other activities, include making available to such agencies information regarding effective methods of coping with special educational problems occasioned by desegregation, and making available to such agencies personnel of the Office of Education or other persons specially equipped to advise and assist them in coping with such problems.

TRAINING INSTITUTES

SEC. 404. The Commissioner is authorized to arrange, through grants or contracts, with institutions of higher education for the operation of short-term or regular session institutes for special training designed to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation. Individuals who attend such an institute on a full-time basis may be paid stipends for the period of their attendance at such institute in amounts specified by the Commissioner in regulations, including allowances for travel to attend such institute.

GRANTS

SEC. 405. (a) The Commissioner is authorized, upon application of a school board, to make grants to such board to pay, in whole or in part, the cost of—

(1) giving to teachers and other school personnel inservice training in dealing with problems incident to desegregation, and

(2) employing specialists to advise in problems incident to desegregation.

(b) In determining whether to make a grant, and in fixing the amount thereof and the terms and conditions on which it will be made, the Commissioner shall take into consideration the amount available for grants under this section and the other applications which are pending before him; the financial condition of the applicant and the other resources available to it; the nature, extent, and gravity of its problems incident to desegregation; and such other factors as he finds relevant.

PAYMENTS

SEC. 406. Payments pursuant to a grant or contract under this title may be made (after necessary adjustments on account of previously made overpayments or underpayments) in advance or by way of reimbursement, and in such installments, as the Commissioner may determine.

SUITS BY THE ATTORNEY GENERAL

SEC. 407. (a) Whenever the Attorney General receives a complaint in writing—

(1) signed by a parent or group of parents to the effect that his or their minor children, as members of a class of persons similarly situated, are being deprived by a school board of the equal protection of the laws, or

(2) signed by an individual, or his parent, to the effect that he has been denied admission to or not permitted to continue in attendance at a public college by reason of race, color, religion, or national origin.

and the Attorney General believes the complaint is meritorious and certifies that the signer or signers of such complaint are unable, in his judgment, to initiate and maintain appropriate legal proceedings for relief and that the institution of an action will materially further the orderly achievement of desegregation in public education, the Attorney General is authorized, after giving notice of such complaint to the appropriate school board or college authority and after certifying that he is satisfied that such board or authority has had a reasonable time to adjust the conditions alleged in such complaint, to institute for or in the name of the United States a civil action in any appropriate district court of the United States against such parties and for such relief as may be appropriate, and such court shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section, provided that nothing herein shall empower any official or court of the United States to issue any order seeking to achieve a racial balance in any school by requiring the transportation of pupils or students from one school to another or one school district to another in order to achieve such racial balance, or otherwise enlarge the existing power of the court to insure compliance with constitutional standards. The Attorney General may implead as defendants such additional parties as are or become necessary to the grant of effective relief hereunder.

(b) The Attorney General may deem a person or persons unable to initiate and maintain appropriate legal proceedings within the meaning of subsection (a) of this section when such person or persons are unable, either directly or through other interested persons or organizations, to bear the expense of the litigation or to obtain effective legal representation; or whenever he is satisfied that the institution of such litigation would jeopardize the personal safety, employment, or economic standing of such person or persons, their families, or their property.

(c) The term "parent" as used in this section includes any person standing in loco parentis. A "complaint" as used in this section is a writing or document within the meaning of section 1001, title 18, United States Code.

SEC. 408. In any action or proceeding under this title the United States shall be liable for costs the same as a private person.

SEC. 409. Nothing in this title shall affect adversely the right of any person to sue for or obtain relief in any court against discrimination in public education.

SEC. 410. Nothing in this title shall prohibit classification and assignment for reasons other than race, color, religion, or national origin.

(42 U.S.C. 2000c–2000c-9) Enacted July 2, 1964, P.L. 88–352, Title IV, 78 Stat. 246.

TITLE III—SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES; GUIDANCE, COUNSELING, AND TESTING

APPROPRIATIONS AUTHORIZED

SEC. 301. (a) The Commissioner shall carry out a program for making grants for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs, and to assist the States in establishing and maintaining programs of testing and guidance and counseling.

(b) For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $550,000,000 for the fiscal year ending June 30, 1971, $575,000,000 for the fiscal year ending June 30, 1972, and $605,000,000 for the fiscal year ending June 30, 1973.[1] In addition, there are hereby authorized to be appropriated for the fiscal year ending June 30, 1971, and each of the succeeding fiscal years, such sums as may be necessary for the administration of State plans, the activities of advisory councils, and the evaluation and dissemination activities required under this title.

(20 U.S.C. 841) Enacted April 11, 1965, P.L. 89–10, Title III, sec. 301, 79 Stat. 39; amended Nov. 3, 1966, P.L. 89–750, Title I, sec. 131, 80 Stat. 1201; amended Jan. 2, 1968, P.L. 90–247, Title I, sec. 131, 81 Stat. 788; amended April 13, 1970, P.L. 91–230, Title I, sec. 131(a) (1), 84 Stat. 130.

ALLOTMENT AMONG STATES

SEC. 302. (a)(1) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for grants under this title. The Commissioner shall allot the amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title. In addition for each fiscal year ending prior to July 1, 1972, he shall allot from such amount to (A) the Secretary of the Interior the amount necessary to provide programs and projects for the purpose of this title for individuals on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior, and (B) the Secretary of Defense the amount necessary for such assistance for children and teachers in the overseas dependents schools of the Department of Defense. The terms upon which payments for such purpose shall be made to the Secretary of the Interior and the Secretary of Defense shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purposes of this title.

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[1] Sec. 131(c) of P.L. 91-230 reads as follows:
(c) Any appropriation for the purposes of title V of the National Defense Education Act of 1958 for any fiscal year ending after June 30, 1970, shall be deemed to have been appropriated pursuant to section 301 of the Elementary and Secondary Education Act of 1965.

(2) From the sums appropriated for making grants under this title for any fiscal year pursuant to section 301(b), the Commissioner shall allot $200,000 to each State and shall allot the remainder of such sums among the States as follows:

(A) He shall allot to each State an amount which bears the same ratio to 50 per centum of such remainder as the number of children aged five to seventeen, inclusive, in the State bears to the number of such children in all the States, and

(B) He shall allot to each State an amount which bears the same ratio to 50 per centum of such remainder as the population of the State bears to the population of all the States.

For the purposes of this subsection, the term "State" does not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(b) The number of children aged five to seventeen, inclusive, and the total population of a State and of all the States shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him.

(c) The amount allotted to any State under subsection (a) for any fiscal year, which the Commissioner determines will not be required for the period for which that amount is available, shall be available for grants pursuant to section 306 in such State, and if not so needed may be reallotted or used for grants pursuant to section 306 in other States. Funds available for reallotment may be reallotted from time to time, on such dates during that period as the Commissioner may fix, among other States in proportion to the amounts originally allotted among those States under subsection (a) for that year, but with the proportionate amount for any of the other States being reduced to the extent it exceeds the sum the Commissioner estimates that State needs and will be able to use for that period; and the total of these reductions may be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection from funds appropriated pursuant to section 301 for any fiscal year shall be deemed to be a part of the amount allotted to it under subsection (a) for that year.

(d) The amounts made available under the first sentence of subsection (c) for any fiscal year shall remain available for grants during the next succeeding fiscal year.

(20 U.S.C. 842) Enacted April 11, 1965, P.L. 89–10, Title III, sec. 302, 79 Stat. 40; amended Nov. 3, 1966, P.L. 89–750, Title I, sec. 132, 80 Stat. 1201; amended Jan. 2, 1968, P.L. 90–247, Title I, sec. 131, 81 Stat. 789; amended April 13, 1970, P.L. 91–230, Title I, sec. 131(a) (1), 84 Stat. 121.

USES OF FEDERAL FUNDS

SEC. 303. (a) It is the purpose of this title to combine within a single authorization, subject to the modifications imposed by the provisions and requirements of this title, the programs formerly authorized by this title and title V–A of the National Defense Education Act of 1958, and except as expressly modified by this title, Federal funds may be used for the same purposes and the funding of the same types of programs previously authorized by those titles.

(b) Funds appropriated pursuant to section 301 shall be available only for grants in accordance with applications approved pursuant to this title for—

(1) planning for and taking other steps leading to the development of programs or projects designed to provide supplementary educational activities and services described in paragraphs (2) and (3), including pilot projects designed to test the effectiveness of plans so developed;

(2) the establishment or expansion of exemplary and innovative educational programs (including dual-enrollment programs and the lease or construction of necessary facilities) for the purpose of stimulating the adoption of new educational programs (including those described in section 503(4) and special programs for handicapped children) in the schools of the State; and

(3) the establishment, maintenance, operation, and expansion of programs or projects, including the lease or construction of necessary facilities and the acquisition of necessary equipment, designed to enrich the programs of local elementary and secondary schools and to offer a diverse range of educational experience to persons of varying talents and needs by providing, especially through new and improved approaches, supplementary educational services and activities, such as—

(A) remedial instruction, and school health, physical education, recreation, psychological, social work, and other services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;

(B) comprehensive academic services and, where appropriate, vocational guidance and counseling, for continuing adult education;

(C) specialized instruction and equipment for students interested in studying advanced scientific subjects, foreign languages, and other academic subjects which are not taught in the local schools or which can be provided more effectively on a centralized basis, or for persons who are handicapped or of preschool age;

(D) making available modern educational equipment and specially qualified personnel, including artists and musicians, on a temporary basis for the benefit of children in public and other nonprofit schools, organizations, and institutions;

(E) developing, producing, and transmitting radio and television programs for classroom and other educational use;

(F) in the case of any local educational agency which is making a reasonable tax effort but which is nevertheless unable to meet critical educational needs (including preschool education), because some or all of its schools are seriously overcrowded, obsolete, or unsafe, initiating and carrying out programs or projects designed to meet those needs, particularly those which will result in more effective use of existing facilities;

(G) providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities, including, where appropriate, the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, bilingual education methods and visiting teachers' programs;

(H) encouraging community involvement in educational programs;

(I) providing programs for gifted and talented children; and

(J) other specially designed educational programs or projects which meet the purposes of this title; and

(4) programs for testing students in the public and private elementary and secondary schools and in junior colleges and technical institutes in the State, and programs designed to improve guidance and counseling services at the appropriate levels in such schools.

(c) In addition to the uses specified in subsection (b), funds appropriated for carrying out this title may be used for—

(1) proper and efficient administration of State plans;

(2) obtaining technical, professional, and clerical assistance and the services of experts and consultants to assist the advisory councils authorized by this title in carrying out their responsibilities; and

(3) evaluation of plans, programs, and projects, and dissemination of the results thereof.

(20 U.S.C. 843) Enacted April 11, 1965, P.L. 89-10, Title III, sec. 303, 79 Stat. 40; amended Nov. 3, 1966, P.L. 89-750, Title I, sec. 152(b), 80 Stat. 1203, amended Jan. 2, 1968, P.L. 90-247, Title I, sec. 131, 81 Stat. 790; amended April 13, 1970, Title I, P.L. 91-230, sec. 131(a)(1), 84 Stat. 132.

APPLICATION FOR GRANTS; CONDITIONS FOR APPROVAL

SEC. 304. (a) A grant under this title pursuant to an approved State plan or by the Commissioner for a supplementary educational center or service program or project may be made only to a local educational agency or agencies, and then only if there is satisfactory assurance that, in the planning of that program or project there has been, and in the establishment and carrying out thereof there will be, participation of persons broadly representative of the cultural and educational resources of the area to be served. The term "cultural and educational resources" includes State educational agencies, institutions of higher education, nonprofit private schools, public and nonprofit private agencies such as libraries, museums, musical and artistic organizations, educational radio and television, and other cultural and educational resources. Such grants may be made only upon application to the appropriate State educational agency or to the

Commissioner, as the case may be, at such time or times, in such manner, and containing or accompanied by such information as the Commissioner deems necessary. Such application shall—

(1) provide that the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant;

(2) set forth a program for carrying out the purposes set forth in section 303(b) and provide for such methods of administration as are necessary for the proper and efficient operation of the programs;

(3) set forth policies and procedures which assure that Federal funds made available under this title for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available by the applicant for the purposes described in section 303(b), and in no case supplant such funds;

(4) provide, in the case of an application for assistance under this title which includes a project for the construction of necessary facilities, satisfactory assurance that—

(A) reasonable provision has been made, consistent with the other uses to be made of the facilities, for areas in such facilities which are adaptable for artistic and cultural activities,

(B) upon completion of the construction, title to the facilities will be in a State or local educational agency, and

(C) in developing plans for such facilities (i) due consideration will be given to excellence of architecture and design and to the inclusion of works of art (not representing more than 1 per centum of the cost of the project), and (ii) there will be compliance with such standards as the Secretary may prescribe or approve in order to insure that, to the extent appropriate in view of the uses to be made of the facilities, such facilities are accessible to and usable by handicapped persons;

(5) provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this title; and

(6) provide for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title and to determine the extent to which funds provided under this title have been effective in improving the educational opportunities of persons in the area served, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) An application by a local educational agency for a grant under this title may be approved only if it is consistent with the applicable provisions of this title and—

(1) meets the requirements set forth in subsection (a);

(2) provides that the program or project for which application is made—

(A) will utilize the best available talents and resources and will substantially increase the educational opportunities in the area to be served by the applicant, and

(B) to the extent consistent with the number of children enrolled in nonprofit private schools in the area to be served whose educational needs are of the type provided by the program or project, makes provision for the participation of such children; and

(3) has been reviewed by a panel of experts.

(c) Amendments of applications shall, except as the Commissioner may otherwise provide by or pursuant to regulations, be subject to approval in the same manner as original applications.

(20 U.S.C. 844) Enacted April 11, 1965, P.L. 89-10, Title III, sec. 304, 79 Stat. 41; amended Nov. 3, 1966, P.L. 89-750, Title I, secs. 133, 134, 80 Stat. 1201, 1202; amended Jan. 2, 1968, P.L. 90-247, Title I, sec. 131, 81 Stat. 791; amended April 13, 1970, P.L. 91-230, Title I, sec. 131(a) (1), 84 Stat. 133.

STATE PLANS

SEC. 305. (a)(1) Any State desiring to receive payments for any fiscal year to carry out a State plan under this title shall (A) establish within its State educational agency a State advisory council (hereinafter referred to as the State advisory council) which meets the requirements of this subsection, (B) set dates before which local educational agencies must have submitted applications for grants to the State educational agency, and (C) submit to the Commissioner, through its State educational agency, a State plan at such time and in such detail as the Commissioner may deem necessary. The Commissioner may, by regulation, set uniform dates for the submission of State plans and applications.

(2) The State advisory council, established pursuant to paragraph (1) shall—

(A) be appointed by the State educational agency, and be broadly representative of the cultural and educational resources of the State (as defined in section 304(a)) and of the public, including persons representative of—

(i) elementary and secondary schools,

(ii) institutions of higher education, and

(iii) areas of professional competence in dealing with children needing special education because of physical or mental handicaps;

(B) advise the State educational agency on the preparation of, and policy matters arising in the administration of, the State plan, including the development of criteria for approval of applications under such State plan;

(C) review, and make recommendations to the State educational agency on the action to be taken with respect to, each application for a grant under the State plan;

(D) evaluate programs and projects assisted under this title; and

(E) prepare and submit through the State educational agency a report of its activities, recommendations, and evaluations, together with such additional comments as the State educational agency deems appropriate, to the Commissioner and to the

National Advisory Council, established pursuant to this title, at such times, in such form, and in such detail, as the Secretary may prescribe.

(3) Not less than ninety days prior to the beginning of any fiscal year in which a State desires to receive a grant under this title, such State shall certify the establishment of, and membership of, its State advisory council to the Commissioner.

(4) Each State advisory council shall meet within thirty days after certification has been accepted by the Commissioner and select from its membership a chairman. The time, place, and manner of meeting shall be as provided by such council, except that such council shall have not less than one public meeting each year at which the public is given opportunity to express views concerning the administration and operation of this title.

(5) State advisory councils shall be authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this title and to contract for such services as may be necessary to enable them to carry out their evaluation functions.

(b) The Commissioner shall approve a State plan, or modification thereof, if he determines that the plan submitted for that fiscal year—

(1)(A) except in the case of funds available for the purpose described in paragraph (4) of section 303(b),[1] sets forth a program (including educational needs, and their basis, and the manner in which the funds paid to the State under this title shall be used in meeting such educational needs) under which funds paid to the State under section 307(a) will be expended solely for the improvement of education in the State through grants to local educational agencies for programs or projects in accordance with sections 303 and 304: *Provided*, That, in the case of a State educational agency that also is a local educational agency, its approval of a program or project to be carried out by it in the latter capacity shall, for the purposes of this title, be deemed an award of a grant by it upon application of a local educational agency if the State plan contains, in addition to the provisions otherwise required by this section, provisions and assurances (applicable to such programs or project) that are fully equivalent to those otherwise required of a local educational agency;

(B) in the case of funds available for the purpose described in paragraph (4) of section 303(b), sets forth—

(i) a program for testing students in the public elementary and secondary schools of such State or in the public junior colleges and technical institutes of such State, and, if authorized by law, in other elementary and secondary schools and in other junior colleges and technical institutes in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and

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[1] Sec. 131(b) of Public Law 91-230 provides as follows:

(b) In the case of any fiscal year ending prior to July 1, 1973, each State submitting a State plan under title III of the Elementary and Secondary Education Act of 1965 shall assure the Commissioner of Education that it will expend for the purpose described in paragraph (4) of section 303(b) of such title III an amount at least equal to 50 per centum of the amount expended by that State for the purposes of title V-A of the National Defense Education Act of 1958 from funds appropriated pursuant to such title V-A for the fiscal year ending June 30, 1970.

(ii) a program of guidance and counseling at the appropriate levels in the public elementary and secondary schools or public junior colleges and technical institutes of such State, (A) to advise students of courses of study best suited to their ability, aptitudes and skills, (B) to advise students in their decisions as to the type of educational program they should pursue, the vocation they train for and enter, and the job opportunities in the various fields, and (C) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions and such programs may include, at the discretion of such State agency, short-term sessions for persons engaged in guidance and counseling in elementary and secondary schools, junior colleges, and technical institutes in such State;

(2) sets forth the administrative organization and procedures, including the qualifications for personnel having responsibilities in the administration of the plan in such detail as the Commissioner may prescribe by regulation;

(3) sets forth criteria for achieving an equitable distribution of assistance under this title, which criteria shall be based on consideration of (A) the size and population of the State, (B) the geographic distribution and density of the population within the State, and (C) the relative need of persons in different geographic areas and in different population groups within the State for the kinds of services and activities described in section 303, and the financial ability of the local educational agencies serving such persons to provide such services and activities;

(4) provides for giving special consideration to the application of any local educational agency which is making a reasonable tax effort but which is nevertheless unable to meet critical educational needs, including preschool education for four- and five-year-olds and including where appropriate bilingual education, because some or all of its schools are seriously overcrowded (as a result of growth or shifts in enrollment or otherwise), obsolete, or unsafe;

(5) provides that, in approving applications for grants for programs or projects, applications proposing to carry out programs or projects planned under this title will receive special consideration;

(6) provides for adoption of effective procedures (A) for the evaluation, at least annually, of the effectiveness of the programs and projects, by the State advisory council, supported under the State plan in meeting the purposes of this title, (B) for appropriate dissemination of the results of such evaluations and other information pertaining to such programs or projects, and (C) for adopting, where appropriate, promising educational practices developed through such programs or projects;

(7) provides that not less than 50 per centum of the amount which such State receives to carry out the plan in such fiscal year shall be used for purposes of paragraphs (1) and (2) of section 303(b);

(8) provides that not less than 15 per centum of the amount which such State receives to carry out the plan in such fiscal year shall be used for special programs or projects for the education of handicapped children;

(9) sets forth policies and procedures which give satisfactory assurance that Federal funds made available under this title for any fiscal year (A) will not be commingled with State funds, and (B) will be so used as to supplement and, to the extent practical, increase the fiscal effort (determined in accordance with criteria prescribed by the Commissioner, by regulation) that would, in the absence of such Federal funds, be made by the applicant for educational purposes;

(10) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the State under this title;

(11) provides for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title and to determine the extent to which funds provided under this title have been effective in improving the educational opportunities of persons in the areas served by the programs or projects supported under the State plan and in the State as a whole, including reports of evaluations made in accordance with objective measurements under the State plan pursuant to paragraph (6), and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports;

(12) provides that final action with respect to any application (or amendment thereof) regarding the proposed final disposition thereof shall not be taken without first affording the local educational agency or agencies submitting such application reasonable notice and opportunity for a hearing; and

(13) contains satisfactory assurance that, in determining the eligibility of any local educational agency for State aid or the amount of such aid, grants to that agency under this title shall not be taken into consideration.

(c) The Commissioner may, if he finds that a State plan for any fiscal year ending prior to July 1, 1973, is in substantial compliance with the requirements set forth in subsection (b), approve that part of the plan which is in compliance with such requirements and make available (pursuant to section 307) to that State that part of the State's allotment which he determines to be necessary to carry out that part of the plan so approved. The remainder of the amount which such State is eligible to receive under this section may be made available to such State only if the unapproved portion of that State plan has been so modified as to bring the plan into compliance with such requirements: *Provided*, That the amount made available to a State pursuant to this subsection shall not be less than 50 per centum of the maximum amount which the State is eligible to receive under this section.

(d) A State which has had a State plan approved for any fiscal year may receive for the purpose of carrying out such plan, an amount not in excess of 85 per centum of its allotment pursuant to section 302.

(e)(1) The Commissioner shall not finally disapprove any plan submitted under subsection (a), or any modification thereof, without first affording the State educational agency submitting the plan reasonable notice and opportunity for a hearing.

(2) Whenever the Commissioner, after reasonable notice and opportunity for hearings to any State educational agency, finds that there has been a failure to comply substantially with any requirement set forth in the plan of that State approved under section 305 or with any requirement set forth in the application of a local educational agency approved pursuant to section 304, the Commissioner shall notify the agency that further payments will not be made to the State under this title (or, in his discretion, that the State educational agency shall not make further payments under this title to specified local educational agencies affected by the failure) until he is satisfied that there is no longer any such failure to comply. Until he is so satisfied, no further payments shall be made to the State under this title, or payments by the State educational agency under this title shall be limited to local educational agencies not affected by the failure, as the case may be.

(3)(A) If any State is dissatisfied with the Commissioner's final action with respect to the approval of a plan submitted under subsection (a) or with his final action under paragraph (2), such State may, within 60 days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action as provided in section 2112 of title 28, United States Code.

(B) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings.

(C) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

(f)(1) If any local educational agency is dissatisfied with the final action of the State educational agency with respect to approval of an application of such local agency for a grant pursuant to this title, such local agency may, within sixty days after such final action or notice thereof, whichever is later, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the State educational agency. The State educational agency thereupon shall file in the court the record of the proceedings on which the State educational agency based its action as provided in section 2112 of title 28, United States Code.

(2) The findings of fact by the State educational agency, if supported by substantial evidence shall be conclusive; but the court, for

good cause shown, may remand the case to the State educational agency to take further evidence, and the State educational agency may thereupon make new or modified findings of fact and may modify its previous action, and shall certify to the court the record of the further proceedings.

(3) The court shall have jurisdiction to affirm the action of the State educational agency or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

(20 U.S.C. 844a) Enacted Jan. 2, 1968, P.L. 90–247, Title I, sec. 131, 81 Stat. 792; amended April 13, 1970, P.L. 91–230, Title I, sec. 131(a)(1) 84 Stat. 135.

SPECIAL PROGRAMS AND PROJECTS

SEC. 306. (a) From the amount allotted to any State pursuant to section 302 which is not available to that State under a State plan approved pursuant to section 305, the Commissioner is authorized, subject to the provisions of section 304, to make grants to local educational agencies in such State for programs or projects which meet the purposes of section 303 and which, in the case of a local educational agency in a State which has a State plan approved, hold promise of making a substantial contribution to the solution of critical educational problems common to all or several States. The Commissioner may not approve an application under this section unless the application has been submitted to the appropriate State educational agency for comment and recommendation with respect to the action to be taken by the Commissioner regarding the disposition of the application.

(b) Not less than 15 per centum of the funds granted pursuant to this section in any fiscal year shall be used for programs or projects designed to meet the special educational needs of handicapped children.

(20 U.S.C. 844b) Enacted Jan. 2, 1968, P.L. 90–247, Title I, sec. 131, 81 Stat. 796; amended April 13, 1970, P.L. 91–230, Title I, sec. 131(a)(1), 84 Stat. 139.

PAYMENTS

SEC. 307. (a) From the allotment to each State pursuant to section 302, for any fiscal year, the Commissioner shall pay to each State, which has had a plan approved pursuant to section 305 for that fiscal year, the amount necessary to carry out its State plan as approved.

(b) The Commissioner is authorized to pay to each State amounts necessary for the activities described in section 303(c), during any fiscal year, except that (1) the total of such payments shall not be in excess of an amount equal to 7½ per centum of its allotment for that fiscal year or, $150,000 ($50,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater, and (2) in such payment, the amount paid for the administration of the State plan for any fiscal year shall not exceed an amount equal to 5 per centum of its allotment for that fiscal year or $100,000 ($35,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater.

(c) The Commissioner shall pay to each applicant which has an application approved pursuant to section 306 the amount necessary to carry out the program or project pursuant to such application.

(d) Payments under this section may be made in installments and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

(e) No payments shall be made under this title to any local educational agency or to any State unless the Commissioner finds, in the case of a local educational agency, that the combined fiscal effort of that agency and the State with respect to the provision of free public education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year or, in the case of a State, that the fiscal effort of that State for State aid (as defined by regulation) with respect to the provision of free public education in that State for the preceding fiscal year was not less than such fiscal effort for State aid for the second preceding fiscal year.

(f)(1) In any State which has a State plan approved under section 305(c) and in which no State agency is authorized by law to provide, or in which there is a substantial failure to provide, for effective participation on an equitable basis in programs authorized by this title by children enrolled in any one or more private elementary or secondary schools of such State in the area or areas served by such programs, the Commissioner shall arrange for the provision, on an equitable basis, of such programs and shall pay the costs thereof for any fiscal year out of that State's allotment. The Commissioner may arrange for such programs through contracts with institutions of higher education, or other competent nonprofit institutions or organizations.

(2) In determining the amount to be withheld from any State's allotment for the provision of such programs, the Commissioner shall take into account the number of children and teachers in the area or areas served by such programs who are excluded from participation therein and who, except for such exclusion, might reasonably have been expected to participate.

(20 U.S.C. 845) Enacted April 11, 1965, P.L. 89-10, Title III, sec. 307, formerly sec. 305, 79 Stat. 43; redesignated and amended Jan. 2, 1968, P.L. 90-247, Title I, sec. 131, 81 Stat. 796; amended April 13, 1970, P.L. 91-230, Title I, sec. 131(a)(1), 84 Stat. 139.

RECOVERY OF PAYMENTS

Sec. 308. If within twenty years after completion of any construction for which Federal funds have been paid under this title—

(a) the owner of the facility shall cease to be a State or local educational agency, or

(b) the facility shall cease to be used for the educational and related purposes for which it was constructed, unless the Commissioner determines in accordance with regulations that there is good cause for releasing the applicant or other owner from the obligation to do so,

the United States shall be entitled to recover from the applicant or other owner of the facility an amount which bears to the then value of the facility (or so much thereof as constituted an approved project or projects) the same ratio as the amount of such Federal funds bore to the cost of the facility financed with the aid of such funds. Such value shall be determined by agreement of the parties or by action brought in the United States district court for the district in which the facility is situated.

(20 U.S.C. 847) Enacted April 11, 1965, P.L. 89-10, Title III, sec. 308, formerly sec. 307, 79 Stat. 44; redesignated Jan. 2, 1968, P.L. 90-247, Title I, sec. 131, 81 Stat. 797; amended April 13, 1970, P.L. 91-230, Title I, sec. 131(a)(1), 84 Stat. 140.

NATIONAL ADVISORY COUNCIL

SEC. 309. (a) The President shall appoint a National Advisory Council on Supplementary Centers and Services which shall—

(1) review the administration of, general regulations for, and operation of this title, including its effectiveness in meeting the purposes set forth in section 303;

(2) review, evaluate, and transmit to the Congress and the President the reports submitted pursuant to section 305(a)(2)(E);

(3) evaluate programs and projects carried out under this title and disseminate the results thereof; and

(4) make recommendations for the improvement of this title, and its administration and operation.

(b) The Council shall be appointed by the President without regard to the civil service laws and shall consist of twelve members, a majority of whom shall be broadly representative of the educational and cultural resources of the United States including at least one person who has professional competence in the area of education of handicapped children. Such members shall be appointed for terms of 3 years except that (1) in the case of the initial members, four shall be appointed for terms of 1 year each and four shall be appointed for terms of 2 years each, and (2) appointments to fill the unexpired portion of any terms shall be for such portion only. When requested by the President, the Secretary of Health, Education, and Welfare shall engage such technical and professional assistance as may be required to carry out the functions of the Council, and shall make available to the Council such secretarial, clerical and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out its functions.

(c) The Council shall make an annual report of its findings and recommendations (including recommendations for changes in the provisions of this title) to the President and the Congress not later than January 20 of each year. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report.

(20 U.S.C. 847a) Enacted Jan. 2, 1968, P.L. 90-247, Title I, sec. 131, 81 Stat. 797; amended April 13, 1970, P.L. 91-230, Title I, sec. 131(a)(1), 84 Stat. 140.

Education Code Sections on the Subject of Teacher Preparation in the History, Culture, and Current Problems of Ethnic Minorities

Article 2.7 Teacher Preparation

(Article 2.7 added by Stats. 1969, Ch. 1586)

In-Service Preparation in Ethnic Backgrounds

13250. On and after July 1, 1974, each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to prepare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. For purposes of this article a school shall be considered to have a substantial population of students of diverse ethnic backgrounds where 25 per cent or more of all the students in the school are of diverse ethnic backgrounds.

(Added by Stats. 1969, Ch. 1586. Section of same number added to Article 2.8 by Stats. 1969, Ch. 1453.)

Approved Courses

13250.1. The Department of Education shall develop a list of approved courses which shall be considered acceptable for meeting the requirements of this article. The department shall cause a list of approved courses to be published and distributed to interested teachers, administrators, and governing boards of school districts. The department shall be responsible for coordinating the efforts of school districts and colleges to develop adequate course offerings to satisfy the requirements of this article.

(Added by Stats. 1969, Ch. 1586.)

Content of In-Service Programs

13250.2. In-service programs designed to fulfill the requirements of this article may include, but need not be limited to, courses offered by community colleges and colleges and universities approved by the State Board of Education. A district may provide an in-service program consisting in whole or in part of preparation other than college courses.

Such a program shall be developed cooperatively with the Department of Education and shall have prior approval of the Department of Education. An in-service program which meets the intent of this article shall encompass the history, culture, and current problems of the students of diverse ethnic background.

All college courses approved by the Department of Education for the purposes of this article shall be considered acceptable for salary credit purposes by any school district. District in-service programs shall specify an amount of equivalent credit which shall be acceptable for salary credit purposes in the school district providing the in-service program.

(Added by Stats. 1969, Ch. 1586. Section of same number added to Article 2.8 by Stats. 1969, Ch. 1453.)

Budget

13250.3. The Department of Education shall provide in its budget for the necessary funds to employ appropriate staff to implement the intent of this article.

(Added by Stats. 1969, Ch. 1586.)

Report to Legislature

13250.4. The Department of Education shall make a progress report to the Legislature not later than the fifth legislative day of the 1972 Regular Session. The department shall further report not later than the fifth legislative day of the 1974 Regular Session the number of districts to which this article is applicable at that time and the extent to which implementation has been achieved. The department shall continually evaluate the results of this article.

(Added by Stats. 1969, Ch. 1586. Section of same number added to Article 2.8 by Stats. 1969, Ch. 1453.)

Copied by:
CTA-Human Relations Department
5/3/72-mk

APPENDIX B

PROPOSAL FOR HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY

SDC SYSTEM DEVELOPMENT CORPORATION
2500 Colorado Avenue, Santa Monica, California 90406

11 September 1972
CM-7967

Center for Multicultural Systems
Los Angeles Unified School District
450 North Grand Avenue
Building A, Room 327
Los Angeles, California

Attention: Mr. Ronald Prescott

Subject: High School Institute for Advanced Technology - SDC Proposal 73-5156

Enclosure:
(1) Propectus - 15 copies
(2) Resumes - 15 copies
(3) Price Summary - 15 copies
(4) Terms & Conditions - 15 copies

Gentlemen:

SDC is pleased to submit to the Los Angeles Unified School District subject proposal to assist the District in establishing a High School Institute for Advanced Technology. This proposal is based on discussions between SDC and members of the staff of the Center for Multicultural Systems and contains the detailed plan for establishing and operating the Institute as a joint effort between the District and the Corporation, under the direction of District personnel.

The proposed Institute is described fully in the attached Propectus. Basically, the Institute would serve two major purposes:

a. It would bring together high school students of widely varying cultural backgrounds, but with a common interest in information processing technology, to give each individual the opportunity for meeting and knowing many persons of different cultures.

b. It would furnish each student the opportunity to determine whether or not to expand his interest in information processing technology into pursuing a career path in one of the areas of the technology.

We believe that the Institute represents an innovative approach to completing a student's secondary education and preparing him to be a knowledgeable, understanding, and self-directed participant in American society. Students will be drawn from high school seniors who can complete graduation requirements in addition to their semester at the

Institute and who volunteer to attend because of their interest in information processing. At the Institute, students will be exposed to a wide variety of jobs in the field, from keypunch operator to human factors specialist. They will be placed in an operational setting where they can discover for themselves how their own talents, interests, and life styles fit with a number of different career possibilities. At the same time, students will be learning to deal with a wide range of social factors, from understanding persons of different backgrounds and talents to assessing the present and potential impact of information technology upon societal patterns and goals.

While the Los Angeles School District will maintain control over and full responsibility for the development and operation of the Institute, we believe that SDC can contribute to the success of the Institute by furnishing the technical expertise necessary for instruction in information technology while the District furnishes instructional expertise. Under the guidance of District curriculum planners, SDC will assist in preparing a detailed curriculum based on the outline shown in the Prospectus. We will also assist the District in preparing the instructional guides and materials to be used by the Institute's technical instructors, and will provide consultation services to the instruction coordinators at their request. In Phase III, SDC will assist the District in drafting an Institute Model to be used as a guide in establishing other institutes in information technology and other subject areas. During the first three phases of the Institute's development, when the preponderance of staff assigned with be drawn from SDC, we will furnish a project head to coordinate and assist the staff members' activities; the project head will be directly responsible to the District supervisor for the Institute. In the full scale operational phase, the District will provide for Institute management, and SDC personnel will be assigned only as members of the technical instructor staff.

SDC is highly qualified to assist the District in developing and operating the Institute. We have trained over 4,000 programmers and analysts over the past ten years. We have planned and assisted in massive training programs for the Air Force ever since the Corporation's inception. We have planned and taken part in special educational programs for agencies such as the Job Corps and the Office of Economic Opportunity.

SDC employees are highly skilled professionals, deeply experienced in all advanced areas of information technology. From this vast pool of dedicated and competent people instructors for the Institute can be chosen so that the Institute staff will be equally strong in all facets of information processing. Resumes of several SDC people who could be selected as senior members of the technical instructor staff are included in enclosure (2) as examples of the quality of personnel available within SDC for this project. SDC's management firmly supports the concept of the Institute, recognizing that its success is an appropriate extension of the Corporation's long tradition of public service.

SDC appreciates the opportunity to submit this proposal and will be pleased to assist your evaluation by providing such additional information as may be required. Questions of a technical nature should be directed to Mr. Karl Pearson in Santa Monica, California at (213) 393-9411, extension 6172. Questions of a contractual nature should be directed to Mr. Kenneth H. Barrabee, Contracts Administrator, Extension 540.

Very truly yours,

SYSTEM DEVELOPMENT CORPORATION

Bernard Fried
Vice President-Contracts

gc

Enclosure 3

Los Angeles Unified School District SDC Proposal 73-5153

A. Price Summary - Phases I, II & III

Direct Salaries & Department Burden							
Administrator	37.5	M/W	@	713	=	$26,738	
Curriculum Planners	35.6	M/W	@	455	=	16,198	
Technical Instructors	148.0	M/W	@	394	=	58,312	
Admin. Planners	35.9	M/W	@	378	=	13,570	
Librarian	19.0	M/W	@	435	=	8,265	
Nurse	1.0	M/W	@	284	=	284	
Secretary	43.7	M/W	@	229	=	10,008	
Total Direct Salaries & Burden							$133,375
Travel							
43 1/Day Trips (Santa Monica/Los Angeles)							306
Computer Center Costs							
370/155 Computer - 25 hours @ $325							8,125
Reproduction Services							5,312
Total Direct Center Costs							$147,118
General & Administrative							21,332
Total Cost							168,450
Profit							25,250
Total Fixed Price							*$193,700

*This total price does not include the sublease of SDC's Building 5.

Enclosure 3

Los Angeles Unified School District SDC Proposal 73-5156

A. Price Summary - Phase IV

Direct Salaries & Department Burden

Technical Instructors	100.00 M/W	@ 394 =	$39,400	
Nurse	2.0 M/W	@ 288 =	576	
Total Direct Salaries & Burden				$ 39,976

Computer Center Costs

370/155 Computer - 40 hours @ 325 =	$ 13,000
Reproduction Services	891
Total Direct Center Costs	53,867
General & Administrative	7,811
Total Cost	61,678
Profit	9,222
Total Fixed Price	*$ 70,900

*This total price does not include the sublease of SDC's Building 5.

Enclosure 4

8. The District shall provide Workman's Compensation for its employees and Comprehensive Liability coverage in amounts of $100,000 and $300,000.

9. The proposal (is FOB our plant and) shall remain firm for a period of 60 days from the date hereof. Terms are net 30 days.

10. System Development Corporation is incorporated under the laws of the State of California.

Enclosure 4

ADMINISTRATIVE TERMS AND CONDITIONS

SDC Proposal 73-5156 is predicated upon the following Administrative Terms and Conditions:

1. The resultant contract shall be on a fixed price basis containing mutually acceptable terms and conditions.

2. The contract price shall be paid in equal monthly installments during the period of performance.

3. The following clause shall be incorporated into the resultant contract:

   "SDC is hereby granted a non-exclusive, royalty free license for the use of any report, working paper or documentation arising from the performance of this contract."

4. All payments due under this contract shall be forwarded to System Development Corporation, P. O. Box 3356, Santa Monica, California 90403.

5. The maximum liability assumed by SDC under this contract shall be limited to the cost of correction or replacement of the service rendered or product sold, or the price for such corrected or replaced service or product, whichever is less. In no event shall SDC be liable for special, incidental, or consequential damages, even if SDC has been advised of the possibility of such damages. The customer agrees to indemnify or otherwise hold SDC harmless from all claims of third parties that may arise from this agreement.

6. SDC's proposed lease price includes the cost of space, heat, light, power and janitorial services. SDC will negotiate any additional costs required for physical modifications to the area from its present configuration. The District shall assume responsibility and any additional costs relating to compliance with Building Codes, regulations and/or statutes as may be applicable to classroom facilities.

7. SDC will provide highly qualified and capable personnel to participate in the program proposed herein. The District shall have the right to request the replacement of any SDC personnel assigned to the program whose performance is not satisfactory to the District.

PROPOSAL 73-5156

HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY

11 SEPTEMBER 1972

THIS DATA SHALL NOT BE DISCLOSED OUTSIDE THE GOVERNMENT AND SHALL NOT BE DUPLICATED, USED, OR DISCLOSED IN WHOLE OR IN PART FOR ANY PURPOSE OTHER THAN TO EVALUATE THE PROPOSAL; PROVIDED, THAT IF A CONTRACT IS AWARDED TO THIS OFFEROR AS A RESULT OF OR IN CONNECTION WITH THE SUBMISSION OF THIS DATA, THE GOVERNMENT SHALL HAVE THE RIGHT TO DUPLICATE, USE, OR DISCLOSE THE DATA TO THE EXTENT PROVIDED IN THE CONTRACT. THIS RESTRICTION DOES NOT LIMIT THE GOVERNMENT'S RIGHT TO USE INFORMATION CONTAINED IN THE DATA IF IT IS OBTAINED FROM ANOTHER SOURCE WITHOUT RESTRICTION. THE DATA SUBJECT TO THIS RESTRICTION IS CONTAINED IN ALL SHEETS OF THIS PROPOSAL.

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I. OVERVIEW OF HIGH SCHOOL INSTITUTE FOR ADVANCED TECHNOLOGY

A. DESCRIPTION

The High School Institute for Advanced Automation will be a place where students of many different cultural backgrounds and life styles can be brought together in learning teams to explore data processing in a unique environment. The students will come from high schools throughout the Los Angeles Unified School District to System Development Corporation in Santa Monica for intensive study and practical experience in system analysis and design, computer programming, computer operations, use of input and output devices, microfilming, record and file management, and other information processes.

Four students of different cultural backgrounds will constitute a team which will be assigned to a technical instructor in one of the curriculum areas. Technical instructors who are highly skilled in various data processing techniques instruction will be teamed with coordinators who are experienced district teachers. The students will be assigned specific tasks to do, in typical real-situation assignments, and will perform the tasks under the guidance of the instructional team. As teams complete their assignments on one task, they may be reconstituted, and the new teams will be assigned to new tasks on a rotating basis.

Students will be exposed to a vareity of data processing tasks within one of the leading software firms, on a working-level basis, with realistic assignments typical of what they might experience in a work situation. The requirements for education, for training, and for career education will be graphically related to the sutdent as a natural consequence of their experience. A counselor will be assigned to the Institute to assist the students in relating what they have learned to their career planning.

The teaming approach provides a framework for peer involvement and instruction that encourages meaningful interactions of individuals from multicultural backgrounds. The motivations, interest, and response of the students should help the individual team members to relate well to each other and to develop respect and understanding of each individual, his capabilities, limitations, differences and similarities.

As part of the pilot operation of the Institute, an independent consultant will study and evaluate the Institute, and will recommend changes to and improvements in operation, curriculum, interactive relationships, etc. This unbiased critical appraisal will also provide a meaningful report on the activities of the Institute and the resultant changes in student relationships, attitudes, performance, and motivations, and in the staff's reactions.

The Institute will operate on a full time basis of 5 hours per day, 5 days per week extending over a full semester of 19 calendar weeks, to maximize the impact of the multicultural exposure, and the opportunity for learning in detail about data processing.

B. PURPOSE OF INSTITUTE

The High School Institute for Advanced Technology has been designed to provide equal educational opportunities to meet the changing educational needs dictated by society, and to help overcome differences that have been creating stresses and strains in society. Some of these needs include:

1. Most students are not afforded an equal opportunity in choosing a career path. Careers tend to be chosen more on the happenstance basis of where a student finds employment, than on the free choice and motivation of the student. Students should have the opportunity to make occupational choices on the basis of knowledge that a particular career path will be suitable and meaningful for them.
2. There is a time lag in identification of career opportunities relative to the opportunities created through technological and sociological change. Thus, job opportunities develop and change rapidly in the information transfer and data processing field, but awareness of, preparation for, and understanding of skill requirements for such opportunities within the educational community lag significantly behind the changes. Yet, the technological developments are often predictable.

3. There is a difference in the opportunity levels for students with different cultural backgrounds and life styles. In many cases, the lack of exposure to or confidence in the ability to achieve in highly skilled occupations blocks the student from pursuing a career path for which he is most suited, and which would be most rewarding to him. The Institute should help to expose students from a variety of cultural backgrounds to the opportunities inherent in the information processing field, and to give the individual student a more realistic view of job expectations and opportunities.

4. The insularity of housing patterns and life styles have tended to impede understanding and awareness of the differences in life styles, and the values inherent in cultural patterns and backgrounds. Cultural conflicts arise through a lack of awareness and understanding... through ignorance. The Institute will draw from a wide variety of cultural backgrounds (not just ethnic or economic), and through the team approach will permit interchange, awareness, and, hopefully, appreciation of the differences in life styles.

5. It is highly likely that the information processing field will experience continued growth over the next two decades. The Department of Labor predicts an increase in the number of programmer jobs from 175,000 in 1968 to 400,000 by 1980; for system analyst jobs from 150,000 to 425,000; and for computer operators from 175,000 to 400,000. The greater growth of jobs in the area of system analysis is indicative that the most fertile field for finding work in data processing will be in developing applications for automation, including the allied fields of communications, graphic arts, and electrical engineering. The computer field is very young as yet, and has many advanced projects to employ presently experimental techniques such as laser transmission, holographic storage, and similar high-technology devices. At the same time, there is increasing awareness that existing computing capabilities are not used nearly as effectively as they could be if designs were better developed before being cast in the concrete of program coding. Thus, there is a strong need to attract eager and talented young people to the field where they can develop

their talents to the fullest in making computers serve the real needs of society. It is for this reason that the curriculum of the Institute will be structured to provide the broadest possible approach to the field of technology rather than focusing, as do vocational training curricula, on intensive training in one narrow skill.

C. ANTICIPATED BENEFITS

This project is unique in attempting to motivate students, to encourage understanding, appreciation and respect for the cultural heritages, values, and life styles of the various cultures represented through the individual student, and in the intensive exposure to career opportunities within a multi-faceted career field, to allow self-determination of interests training, and educational requirements. While it does provide some training, the vocational aspects of the program are less significant than the exposure to possible vocations. The Institute for Advanced Technology has been formulated to afford distinct benefits to the individual student, and to the Los Angeles Unified School Distict, business community, and communities of different cultures:

1. Involvement with fellow students from multicultural backgrounds on a day-to-day, continuing basis.
2. Exploration of cross-cultural implications of technological innovation, and its direct impact on the individual student, and on society.
3. Improved understanding of the problems, roles, requirements, and limitations imposed on business and government, with concommitant benefits to business, government, and society.
4. Working experience in major areas of the information processing field, as related to specific, and typical, problems encountered by the working professional.
5. Development of awareness of the educational requirements for career opportunities in the data processing field, related to the specific interests and talents of the individual student.

6. Student satisfaction obtained from performance and achievement of challenging tasks.

7. Actual performance of job tasks, and development of software needed by the District or by the Institute for continuing operations.

8. Encouragement of individual capabilities and strengthening of motivation for continuing development of capabilities through formal and informal training.

9. Close instructor-to-student relationships leading to learning on an apprenticeship or internship basis.

10. Increased awareness of social implications and impact of data processing practices.

11. Development of skills in group interactions, interrelationships and interdependencies.

12. Stimulation of the individual to self improvement through studies, discipline, and effective utilization of effort and talent.

13. Increased awareness of individual capabilities, and enhancement of self esteem.

14. Student development of skills sufficient for continued learning in an information industry occupation.

II. APPROACH

The students will be formed into multicultural teams of four students each. The team will be assigned a task to be performed, and the members will learn the characteristics, approach, and requirements of the task as a team. This approach will facilitate the multicultural interchange and personal interactions which are key objectives of the program.

The instructional approach to be used in the Institute is essentially to learn by doing. The technical instructors will be "doers" who work with teams of students by the techniques of demonstration, assignment, review, and correction, so that the student will understand the approach and level of knowledge and understanding required to accomplish the tasks. Each technical instructor will work with approximately five teams.

The tasks will be supportive of each other; that is, the student in performing one task must use knowledge of skills gained through having worked on a separate and distinct task. For example, when preparing a program card deck the student will be using a keypunch whose operation he learned previously.

The technical instructors and instruction coordinators will also work as teams, to ensure an effective mix of educational skills and technical skills.

Each student team will be allowed to proceed through an instructional module at its own pace, thus permitting sufficient exposure to the components of an instructional task before taking on the next one.

The teams will be restructured occasionally so as to provide continuing exposure to differing life styles and cultural reactions. Emergent leadership will be encouraged from within each student team, but every student will serve in a leadership position at least once during the semester.

A. OBJECTIVES

Multicultural Appreciation:

The Institute will provide to students the opportunity to discover the differences and similarities in cultures other than their own, and to appreciate some of the facets of other cultures. Selection of a student body that is homogenized on the basis of a common interest in data processing, in combination with the team approach in which a small group of individuals must learn to work together to attain a common goal, should foster a high level of interpersonal and intercultural exchange of ideas, feelings, hopes, and fears that can lead to an acceptance of, and appreciation for, the cultural aspects of another person's background.

Personal Development:

The experience afforded by the student will allow students to test themselves against real tasks and thus stimulate their personal development. They will be able to discover how their life styles fit in with those of other persons and how these bear upon the performance of an occupation. Students may gain an incentive to achieve goals that they had not thought possible, or may determine that personal goals should be readjusted in light of what they have learned. They may be helped in deciding what path to follow after high school, whether to enter the job force immediately or to continue on for more education first.

Career Choice:

The Institute will provide students who are already highly interested in the technological services field in-depth exposure to possible career opportunities. Study of many facets of the field, in combination with hands-on experience at working on a wide range of data processing tasks will allow students to evaluate themselves and determine what automation career patterns are most likely to be suitable for their interests and talents. Through the intensive practical work, students will learn for themselves what particular skills must be acquired for satisfactory job performance and thus will obtain the knowledge needed to make rational career decisions that are not biased by misconceptions about potential occupations. Students will discover their strengths and weaknesses, and can choose how best to remedy their weaknesses and exploit their strengths should they desire to work in the information industry upon graduation from high school or higher education.

Societal Benefits:

The Institute should benefit the general society by developing personal resources in the students that might otherwise be under-utilized. Furthermore, by providing a detailed and comprehensive look at data processing technology, the Institute will be developing a group of citizens that have a realistic understanding of the uses and pitfalls of information technology. Through this understanding, the students should, in later life, be able to contribute to improved understanding of automation in the citizenry at large, and to help guide their associates in ensuring that technology is used to further societal goals rather than to obstruct them.

Products:

The Institute must provide to the student meaningful and interesting work experiences to achieve the exposure to data processing technologies and opportunities. As a byproduct of development of these work experiences, it is expected that the technical instructors and students will be able to accomplish valid work tasks for the District. Thus, it is expected that the Institute cadre would be responsible for developing and operating software systems to control grants and other funds under the direct responsibility of the Center for Multicultural Systems, and to permit evaluation of the effectiveness of the programs utilizing such funds. The systems would provide the necessary information to District management information systems, but would provide in-depth analysis not expected from centralized data bases. The costs associated with developing and operating the evaluation system would be absorbed by the Institute as a part of its ongoing operations, and would serve to offset some of the Institute costs. As time permits, it may also be feasible to extend support to other areas within the District that might request services or assistance not otherwise available to them through existing resources. Such support services would, of course, require appropriate administrative approvals and permission. The services could include simple software programs, microfilm services, data conversion services, etc.

Additional Institutes:

A final objective for this Institute will be the development of a model that can be used to create additional branches at other locations in the Los Angles area so that all students who desire to take the course can be accommodated. The model should also serve as the basis for developing institutes in other subject areas such as the fine arts, engineering, small business, etc.

B. DEVELOPMENT OF INSTRUCTIONAL PROGRAM

During the planning and curriculum development phase while the Institute is being established, educators and technical experts will blend their expertise to produce curriculum packages, training materials, problem tasks, and stimulative exercises. Full advantage will be taken of opportunities to apply skills learned in earlier schooling. For example, the system requirements and analysis tasks will require the preparation of documentation that will exercise communicatory skills such as wriing, vocabulary development and use of precise language, oral discussions, etc. These same skills will also be required in program design, and developing training packages for instructing operators and customers in how to use the software the students build.

A pilot operation will be conducted, with about 48 students, as a phase of the project during the spring 1973 semester. This pilot operation will validate the curriculum design and instructional packages, will provide a means for verifying that the Institute can meet its objectives, and will provide a cadre of experienced instructors and administrators for subsequent expanded operations.

In Phase III, the curriculum and instructional design will be refined and a model for use by other institutes will be documented. The report on the evaluation of the Institute will be prepared by the research team analyzing the results attained during the pilot operation. The instructional staff will be expanded and the new members will be trained in the Institute's operation and will perform the planning necessary for conduct of instruction in the coming semester.

Phase IV, beginning with the fall 1973 semester, will see the Institute in full scale operation. A student body of 300 is envisioned for this phase, with a new class entering each semester.

C. STUDENT CHARACTERISTICS AND SELECTION PROCEDURES

Students selected for the Institute will have met two basic requirements:

1. The student will be able to complete all requirements for high school graduation. This ensures that no student will be penalized by attending the Institute. Each student will be able to meet physical education requirements during the semester.
2. The student will have volunteered for the Institute.

Selection of students on the basis of cultural background will be accomplished through selection of the participating high schools. Where there are volunteers in excess of the allotted number of student spaces at a designated school, selection will be randomized.

For the pilot operation, as part of the evaluation study, entering students will take a series of tests to measure current level of achievement, motivation, and attitudes. These tests will be given again at the end of the semester and the results compared to evaluate the effectiveness of the Institute and methods employed.

The student will receive a certificate of completion of the Institute upon completion of the semester. The District coordinators will establish unit credit for each student. Students will be frequently evaluated by the staff on an informal basis, usually at the completion of each assigned task or instructional module. A formal evaluation will be prepared at the end of the semester. Student performance will be officially assessed only on the basis of application to course work, and only on a satisfactory/unsatisfactory basis; students will not be graded otherwise since the purpose of the Institute is to allow students to explore their interests rather than to acquire specific skills or knowledge.

III. CURRICULUM

A. CONCEPTS

The curriculum proposed for the Institute includes modules designed to ensure continuing involvement with the personal and multicultural aspects of group interactions, and of data processing technology. It is expected that much of the development of sensitivity to the values of individual cultural heritages, backgrounds, and related objectives, will be accomplished through continuing interactions and interpersonal/intergroup exchanges during all modules and aspects of the Institute. The instructors will have been trained to encourage these interchanges, and to emphasize the primary goals of the Institute---multicultural exchanges and enrichments. Specific time will be allocated each week to provide for personal development, and to encourage attitudinal changes necessary to adjust to a technological society.

The curriculum is broad in scope both for the purpose of exposing students to a wide variety of possible occupations in the information processing field and for the purpose of emphasizing aspects of the system analysis and programming disciplines that are often slighted in standard training courses. It is not sufficient to teach a person how to write program code; in addition he must learn techniques for formatting a program listing for ease of understanding at a later date, methods for debugging a program quickly yet thoroughly while providing a capability for easy repetition of program testing in the future when changes are made, and forms and styles for preparing written descriptions of a program's design and operation.

On the system level, an analyst must learn how to help customers express their desires in the concrete, detailed form needed for program design, and must understand techniques for formatting computer outputs to present information in the form most usable by customers. Thus, graduates of the Institute will receive an education in information processing that is grounded on the basic skills of programming and system design augmented with the basic arts of human factors engineering so that, should they go on to choose an occupation in the information processing field, they will be able to shape the systems they work on to fit real human needs.

Since a major objective of the Institute will be to introduce students to information processing rather than to turn out highly trained keypunchers, operators, programmers or analysts, the curriculum will present much more information to students than they will be expected to assimilate. As evidenced by the results achieved in training programs conducted by the Armed Services and the Job Corps, there is a positive value in overloading students of widely varying background and aptitudes with information, and placing them under pressure to learn as much as possible, if they are given sufficient opportunities to apply this new knowledge in practical exercises. In using the team approach, it is to be expected that the members of the team will help each other to learn, since each individual is likely to grasp certain elements of the instruction more readily than the other members of his team.

Each module of the curriculum will be designed to proceed through three stages. The first stage will consist of classroom instruction presented by an instructional coordinator to a group of three to six student teams. This instruction will employ the normal large/small group methodology of a lecture or conference, in which a lot of information is presented at one time. Supplemental readings will be required or recommended in appropriate subjects. The basic subject material in the supplemental readings will be reviewed in class and questions answered, but a minimum of class time will be devoted to details that can better be brought out as a consequence of the practical work to follow classroom instruction.

In the second stage of each module, student teams will be given a set of practical exercises that are designed to reinforce the major points covered in classroom instruction and to provide a basic level of skill to support the final stage in which student teams will be given a specific task to perform for applying the knowledge and skill acquired in the first two stages. The practical exercises must be carefully developed so that they cover all the important elements of a particular skill, yet are simple enough so that they can be performed in a relatively short space of time by all members of a team. Care must be taken to create exercises that bolster a student's self-confidence through successful closure rather than frustrate him through failure to complete an exercise successfully. Student teams will be allowed sufficient time to complete the assigned exercises at their own learning rate. Both the instructional coordinator responsible for the module and the technical instructor responsible for the teams undergoing training will work with the students through the practical exercise stage to assist them as required, to bring out details of the skill application that could not be covered in the classroom, and to assist the students in developing good work habits in exercising the skill.

In the third stage of each module, student teams under the guidance of the responsible technical instructor will be assigned a particular task to be carried out. In most cases, this task will be an element of one of the software packages or systems to be developed by the Institute for the LAUSD so that students benefit from doing a real job and the District benefits from the results of the student's work. Technical instructors will have the responsibility for management of the development process so that they can provide the continuity essential to completion of a whole job and so that they can break the job down into tasks of appropriate size for assignment to a student team. It is likely that teams will require differing amounts of time to accomplish a specific task, thereby assisting in achieving the flexibility necessary to accommodate the modular approach to instruction. During slack periods between assignments, while a team is waiting to begin another module or submodule, students can work on their own projects, do additional study, or obtain additional or remedial assistance from an instructional coordinator.

B. MODULES

The curriculum for the Institute is based in large part upon the curriculum developed by the Association for Computing Machinery (ACM)*. We have simplified the ACM curriculum for use in the Institute by discarding a few non-essential minor elements such as instruction in basic accounting and certain rarely used mathematical analytic methods. The scope of the courses envisioned by ACM have been reduced considerably to fit the time available for the Institute and to gear instruction to the capabilities of high school rather than graduate students. Importantly, we have included as a basic part of each module, and as a separate module in itself, the elements of multicultural exchange, personal involvements in, and reactions to technological innovations and impacts. We have, in addition, added or highlighted certain elements of study that are missing in the ACM curriculum; for example, the module covering system testing, installation, and maintenance is included in the Institute's curriculum because this is a very important - although normally overlooked factor - in real life data processing.

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*R.L. Ashenhurst, ed.: "A Report of the ACM Curriculum Committee on Computer Education for Management". Communications of the ACM, vol. 15, pp 361-398, May 1972.

An outline for the curriculum is shown in Table I. Figure 1 is an illustration of how the modules of the curriculum are interrelated. In this figure, the top of the page represents the start of a semester, and the bottom of the page, the end. Instructional modules are placed on the time line represented by the length of the page. Arrows from one module to another indicate that the knowledge imparted in the origin module is required for understanding or application in the work of the destination module. Thus, for example, the study of the architecture of a computer system is prerequisite to the study of programming, file design, and data preparation.

Table I. Curriculum Outline

Modules	ACM Module Number(s)	Title and Time Allotted (450 hours total)
1		Orientation (2 hours)
		a. Course Objectives
		b. Course Methodology
		c. Evaluation of Performance
		d. Problems: Counseling, remedial assistance, etc.
		e. Environmental Orientation
		f. Administrative Notes
2	C2	Computer Systems (9 hours)
		a. The parts of a Computer
		b. Peripherals and Input/Output Devices
		c. Operating Systems and Job Control
		d. Utility Programs
3	C4	Programming (90 hours)
		a. BASIC
		b. Programming Fundamentals and Problem Solving
		c. RPG
		d. Flowcharting
		e. PL/1 or COBOL
		f. Design and Documentation
		g. Debugging
		h. Assembly Language

Table I. Curriculum Outline (continued)

Modules	ACM Module Number(s)	Title and Time Allotted (450 hours total)
4	A1,A2,A3	System Concepts (8 hours)
		a. Organizational Patterns
		b. Information Flow
		c. Boundaries and Interfaces
		d. Control and Coordinating Techniques
5	B2	Human and Organizational Behavior (4 hours)
		a. Inertia
		b. Politics
		c. Human Factors Engineering
		d. Vocabularies
		e. "Path of Least Resistance"
6		Data Preparation (15 hours)
		a. Keypunching
		b. Terminals
		c. OCR
		d. Error Control
		e. File Control
7		Computer Facility Operation (12 hours)
		a. Unit Record Equipment Operation
		b. Computer Operation
		c. Service Tasks: System Programming, Engineering, Sales, Scheduling
		d. Auxiliary Tasks: Control Desk, Library
		e. Management: Equipment Selection, etc.
		f. Microfilm Equipment Operation

Table I. Curriculum Outline (continued)

Modules	ACM Module Number(s)	Title and Time Allotted (450 hours total)
8	B1,D1	Requirements Analysis (6 hours) a. Analysis of Existing Operations b. Determination of the Real Requirements c. Analysis Tools: Data Collection, Simulation, Modeling, etc. d. Preparing Statement of Requirements e. Design of Outputs
9	C1	Files and Information Handling (20 hours) a. Data Structures b. Devices and Access Methods; Use of Microforms c. File Segmenting and Security d. Record Management
10	D2	System Design (24 hours) a. Selection of Data Structures b. Selection of Equipment c. Design of Inputs d. Selection of Design Approach and Algorithms e. Development of Design Details f. Program Design g. Design and Implementation Management
11		System Testing, Installation, and Maintenance (18 hours) a. Test Planning b. Test Preparation and Conduct c. Training d. Maintenance Documentation e. Operational Evaluation

Table I. Curriculum Outline (continued)

Modules	ACM Module Number(s)	Title and Time Allotted (450 hours total)
12	C3	Communications and File Systems (5 hours)
		a. ORBIT, AIMS
		b. Teleprocessing
13		Adjusting to a Technological Society (5 hours)
		a. Social Impact and Implications
		1. Impact on the Individual
		2. Impact on Societal Formations
		3. Conformity vs Individuality
		b. Adjusting to the Working World
		1. Understanding the Boss
		2. Expectations of Coworkers in a Work Setting
		3. Personal Job Satisfaction
		c. Grievance and Correction Procedures
		1. Legal
		2. Persuasive
		3. Group Pressures
14		Class Problems and Team Exercises (232 hours)

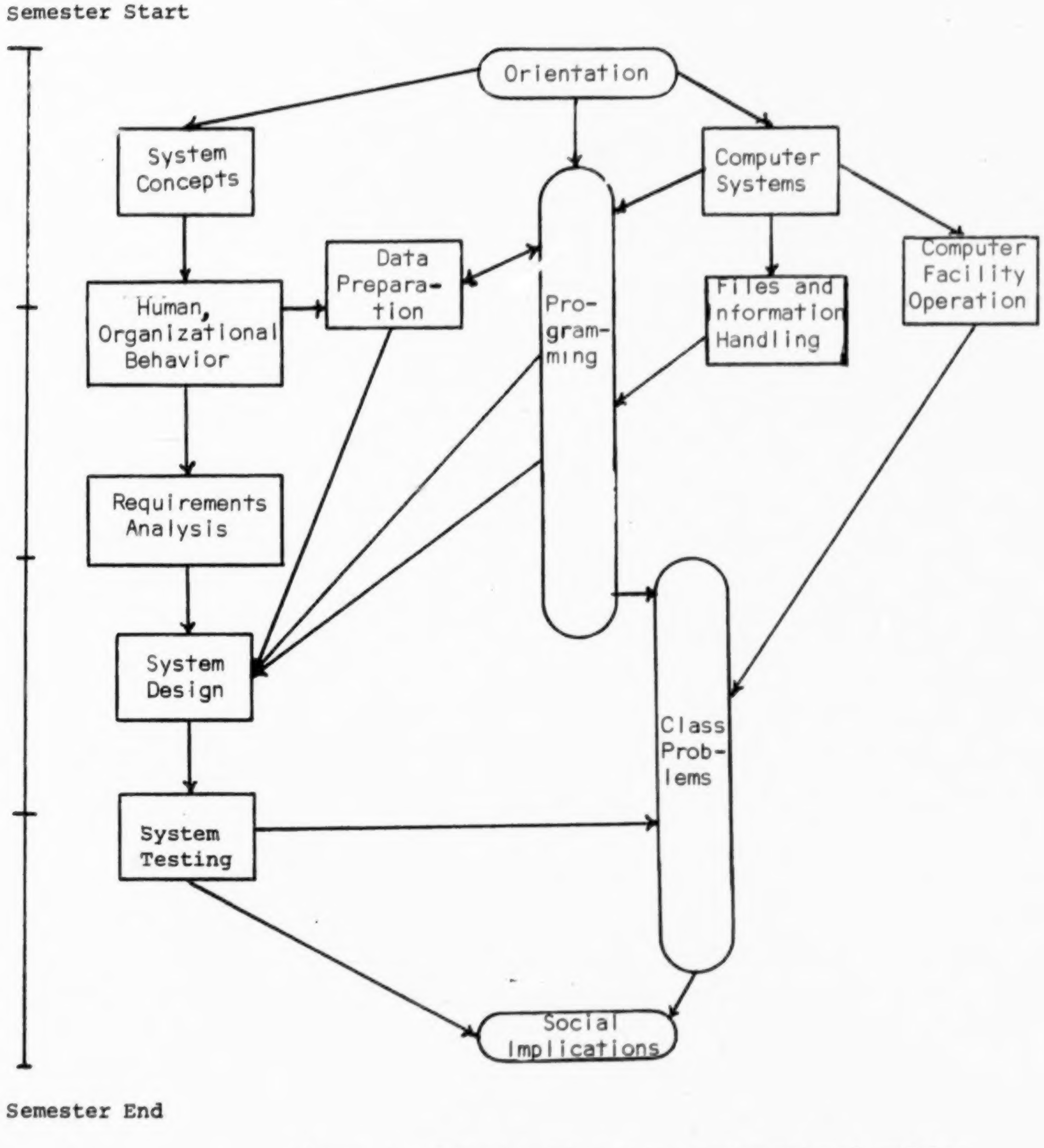
Semester Start
Orientation
System Concepts
Computer Systems
Data Preparation
Human, Organizational Behavior
Programming
Files and Information Handling
Computer Facility Operation
Requirements Analysis
System Design
Class Problems
System Testing
Social Implications
Semester End

Figure 1. Relationships Among Instructional Modules

IV. EVALUATION OF THE PILOT PROGRAM

The proposed Institute represents an innovative approach both to helping high school students learn more about themselves and what possible careers may be appropriate to their interests and talents and to fostering an appreciation and understanding of individuals with dissimilar cultural backgrounds. There will be a basic requirement for evaluating the effectiveness of the Institute's approach to meeting these objectives to prove or disprove the value of this approach, and, if proved, to note areas where effectiveness can be increased readily.

Four basic questions should guide the evaluation:

Has the Institute experience resulted in improved student performance in the basic reading, writing, and mathematical skills?

Has the Institute experience resulted in any attitudinal changes in students as regards individuals of a different cultural background?

Have Institute graduates acquired a clearer idea of what (if any) occupational choices within the data processing field may be most suitable for them?

What are the outstanding strengths and weaknesses of the Institute's curriculum and overall approach?

The pilot program operated by the Institute in Phase II represents an ideal opportunity for an early evaluation of the program. It is proposed that a small contract be let to one of the local universities to conduct a formal evaluation of the Institute's pilot program. This evaluation would consist of a standard battery of tests administered to the students enrolled in the program both at the beginning and end of the semester. The tests should measure at least basic skills and attitudes about persons of different cultural backgrounds. It would be helpful if a test of career interests and expectations could be included in the battery. Additional data should be gathered from interviews with students and instructors at various points during the semester. All students who drop out of the program should be interviewed intensively to determine the reasons for not completing the course.

The evaluation should be reported in a formal document in at least two parts. The first part should contain the conclusions on the effectiveness of the Institute's approach. The second part should contain the data and analysis upon which the conclusions were based. If the approach is found to be effective, then there should also be a third part containing recommendations for improvement of the Institute's program; these recommendations should also be based on the data and analysis contained in the second part of the report.

During the pilot semester's operation, the staff will be expected to record and analyze their experiences with the program, both to institute immediate improvement in the curriculum or approach when necessary, and to build a base of data upon which to revise and improve the Institute model at the end of the semester. This model will be described in a fully detailed set of documentation prepared in Phase III, between the end of the pilot program semester and the start of full-scale operation in the next semester.

Table II. Space Requirements and Allocations

	Phase I	Phase II and III	Phase IV
Total Space to be Leased (sq.ft.)	4,295	9,249	23,547
Offices			
1. Staff	14	13	14
2. Secretarial	1	1	1
3. Private Conference	-	1	3
Support and Equipment Areas			
1. Machine Rooms	-	4	5
2. Library	1	1	1
3. Conference Rooms	-	1	3
4. Supplies	1	1	1
5. Restrooms	2	2	4
Training Areas			
1. Classrooms	-	3	3
2. Partitionable Study	-	1	6

B. STAFF

Staff requirements have been specified in Table III. The tables reflect the mix of personnel - District and SDC - that are expected to be assigned to this project. SDC manning figures are given as the total effort to be devoted to the project; individuals may be assigned on a part-time basis to take best advantage of particular skills available in different areas of the curriculum.

Personnel skills required for each position anticipated are as follows:

a. Administrative Manager. Responsible for the supervision of SDC staff and the coordination of their activities with District personnel assigned to the project. Required through Phase III. In Phase IV, the function will be performed by a District instructional coordinator on a part-time basis.

b. Curriculum Planners. Responsible for detailed curriculum development, statements of instructional requirements, identification of equipment, supplies, and material requirements, coordination between instructional modules, selection of supportive instructional materials, or development of appropriate materials, if required. Required through Phase III.

c. Administrative Planners. Responsible for planning and procedures for use of facilities, availability of equipment, operational procedures, conformance to legal and administrative requirements, reporting procedures, etc. Required through Phase III.

d. Counselor. Responsible for personal guidance and counseling of students, to provide evaluation support, and to encourage and foster adaptation of individual concepts and beliefs. Also provides vocational counseling support, maintains vocational support materials, etc. (All Phases.)

Table III. SDC and LAUSD Staffing for the Institute

	Phase I		Phase II		Phase III		Phase IV	
	SDC	DIST	SDC	DIST	SDC	DIST	SDC	DIST
Administrator	1	-	1	-	.5	-	-	.5**
Curriculum Planner	1	2	.5	1	1	1	-	-
Administrative Planner	1	1	.5	.5	1	2	-	-
Counselor	-	.5	-	.5	-	.5	-	.5
Librarian	.5	-	.5	-	.2	-	-	-
Nurse	-	-	.05	-	-	-	.1	-
Instruction Coordinator	-	3	-	3	-	4	-	3.5
Technical Instructor	(4)* 2	-	4	-	(4)* 3	(6)* 4	5	-
Secretary	1	-	1	-	1	-	-	1

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*Figures in parentheses refer to allotted personnel; in some cases, personnel are not working throughout the phase, so the figures in the columns indicate effective manpower.

**Performed by an instruction coordinator.

e. Librarian. Responsible for controlling instructional materials and resource materials, including ordering, shelving, cataloging, etc. Sets up self-sustaining library that can be operated by students or faculty. Responds to informational requirements of curriculum and administrative planners. (Phases I through III.)

f. Nurse. Provides on-call, emergency service to students and faculty. Assists doctors during emergency conditions, or when health services are being provided. (Phases II and IV.)

g. Secretarial Support. Provides typing and other clerical services to faculty and students. Maintains files. Types specifications, reports, correspondence, etc., under the direction of the Administrator. (All Phases.)

h. Instructional Coordinators. Perform as instructors and lecturer in assigned subject areas. Perform evaluations of student progress, and of technical instruction. Assist and counsel technical instructors as required. Ensure that sound teaching practices are instituted and maintained by all faculty members. Provide individual consultation to students. May be called upon to assist a student in meeting special academic requirements not completed prior to enrollment in Institute. Develop remedial packages and perform remedial teaching. An instructional coordinator may also perform as Administrator, curriculum planner, administrative planner, or technical instructor. (All Phases.)

i. Technical Instructor. The technical instructor is an expert in a subject specialty unique to the technology. He will develop training packages that can be performed by the students but that are representative and exemplary of the skills and techniques required in the subject area. He will work with teams of students to develop an understanding and awareness of the specialty. He will work with the instructional coordinator in reinforcing interactions and group exchanges leading to cross-cultural exchange. A technical instructor may perform administrative functions as well. He is also expected to apply his technical skills to real data processing and information processing tasks authorized to be performed by the Institute.

C. EQUIPMENT

A tentative list of equipment is specified in Table IV. Final determination of the equipment requirements will be made during Phases I and III.

VI. IMPLEMENTATION PLAN

Figure 2 shows the implementation schedule for the first three phases. Estimated costs for Institute development and operation are summarized in Table V. at the end of this section.

A. PHASE I, 14 WEEKS

This phase will be performed by a mixed team of curriculum and technical specialists, and others, and is designed to accomplish the following:

1. Establish curriculum in detail.
2. Develop instructional packages, including training and instructional materials, etc.
3. Provide necessary guidelines and procedures for operations within the rules and regulations imposed by the School Board, or by legal requirements.
4. Provide intensive cross-training of instructional coordinators and technical instructors in the respective skills of each specialist.
5. Establish clearly the objectives and planned methods of achieving the objectives of the multi-cultural interchange, and ensure that all personnel have been trained and oriented toward achieving the objectives.
6. As a responsibility of the District, ensure that the physical requirements of the Institute will be available when required. This includes preparation of facilities, acquisition of furniture, equipment, and supplies, and provision for transportation. SDC will provide parking space sufficient for Institute faculty and staff only; no space for student parking will be available.
7. Indicate areas of improvement or techniques to be incorporated into the Institute as time permits (e.g., use of programmed instruction, development of the CAI modules, etc.).

Table IV. Equipment and Estimated Cost Per Month

	Pilot Operation		Full Scale Operation	
	Units	Cost*	Units	Cost*
Standard Electric Typewriter	2	$20	15	$150
Selectric Typewriters	5	65	10	130
IBM 209 Keypunches	4	360	10	900
2741 Terminals	4	455	5	570
Telterm CRT Terminals	4	450	5	560
2780 Remote Job Entry Terminal	1	850	1	850
PDP-11 or Equivalent W/Peripheral	1	1,000	1	1,000
Cognitionics OCR or Equivalent	1	**	1	**
Microfilm Planetary Camera	1	150	1	150
Film Processor	1	90	1	90
Platemaker	1	60	1	60
Duplicators	2	120	2	120
Inspection Station	1	55	1	55
Microfilm Viewers	8	35	30	130
Reader-Printers	2	35	5	90
Photocopier	1	175	1	175
TOTALS		$3,920/Mo.		$5,030/Mo.

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*Monthly cost figured as purchase price amortized over 40 months or as a lease price.

**Some of the equipment, such ~~as~~ typewriters, the OCR, and microfilm readers, may be available in the District already.

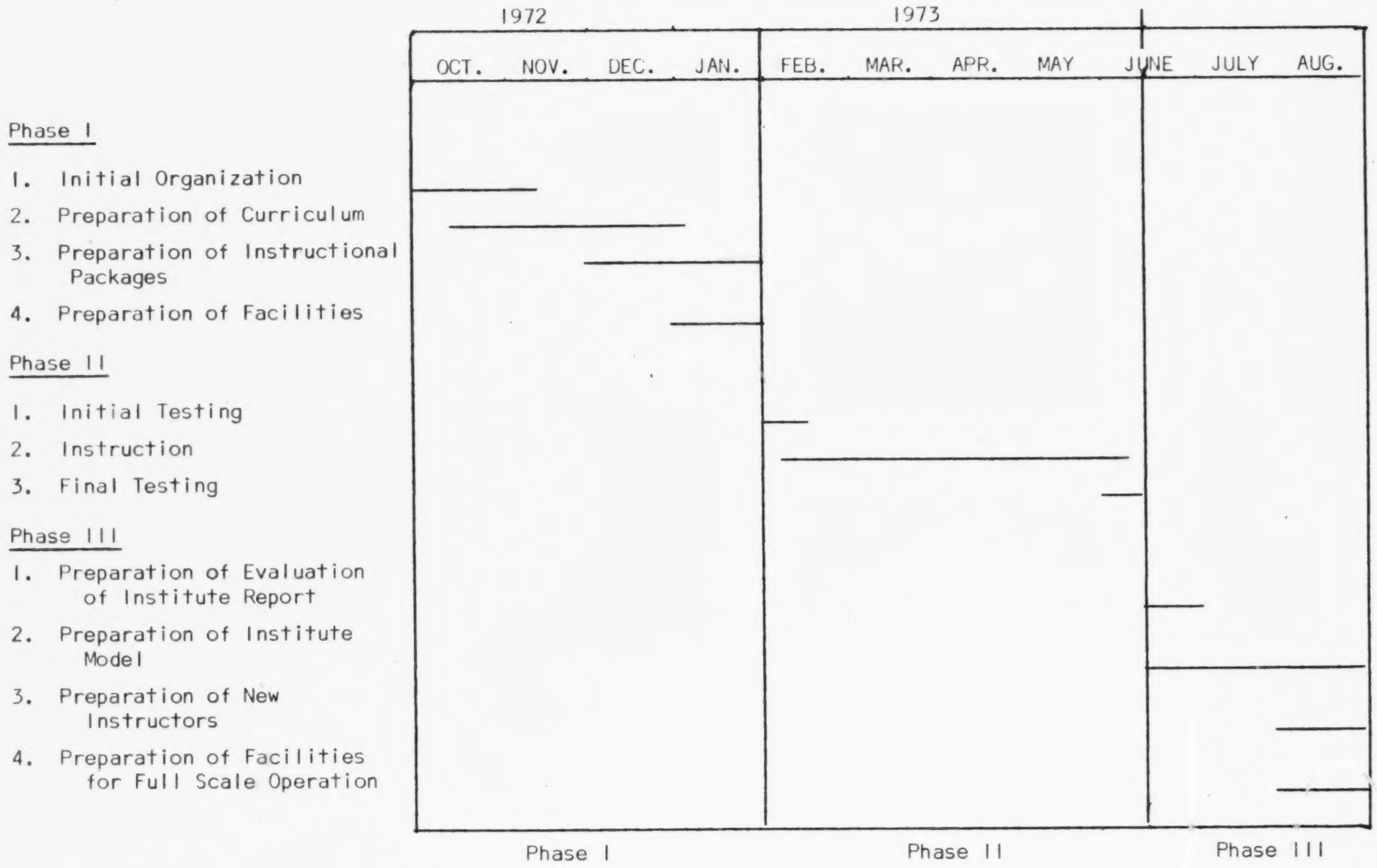

Figure 2. Schedule for Phases I, II, and III

USE OR DISCLOSURE OF PROPOSAL DATA IS SUBJECT TO THE RESTRICTION ON THE TITLE PAGE OF THIS PROPOSAL

8. Develop schedules that will assure broad exposure to data processing technology and provide intensive cross-cultural interactions.

B. PHASE II, 19 WEEKS

Phase II provides a pilot operation in which 48 students will be brought to the Institute for a full semester, undergoing the multi-cultural experiences and data processing exposure built into the curriculum and instructional modules. There are three major objectives:

a. Cultivate cross-cultural interchanges between students.

b. Introduce students to information processing technology to enhance understanding of the field and its career opportunities.

c. Exercise the curriculum in instructional packages, and teaching approach of the Institute; evaluate the effectiveness of the Institute; and identify areas of activity requiring improvement.

C. PHASE III, 14 WEEKS

Phase III represents an opportunity to refine the methods and procedures exercised in Phase II, to revise instructional practices, to train additional faculty members, and to prepare the physical facilities for the increased loads anticipated for Phase IV. Specifically, in Phase III the goals are to:

a. Refine the instructional packages and techniques as a result of the experience gained in the pilot operation.

b. Train additional staff

c. Prepare the physical facilities and Institute operational procedures required for the substantial increase in numbers of students.

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D. PHASE IV

Phase IV is the operational phase, in which approximately 300 students per semester attend the Institute for instruction and cross-cultural experiences.

TABLE V. COST SUMMARY

	Phase I	Phase II	Phase III	Phase IV (Per Semester)
LAUSD Portion				
Staff	$ 27,413	$ 28,618	$ 40,125	$ 62,336
Equipment	255	20,175	8,070	25,150
Supplies	200	2,500	300	10,000
Computer Time	--	2,500	--	11,250
Subtotals	$ 27,868	$ 53,793	$ 48,495	$108,736
SDC Portion				
Staff	$ 38,635	$ 57,759	$ 36,981	$ 39,975
Travel and Services	3,314	1,395	909	891
Computer Time	--	8,125	--	13,000
G&A and Fee	13,251	21,321	12,010	17,034
Subtotals	$ 55,200	$ 88,600	$ 49,900	$ 70,900
Institute Evaluation (Contracted to Local University)	$ --	$ 16,900	$ --	$ --
Total (Less Facilities)	$ 83,068	$159,293	$ 98,395	$179,936
Lease of SDC Facilities	$ 3,987	$ 11,533	$ 8,742	$ 34,130

Enclosure 2

RESUMES

RAYMOND B. STEWART

Project Director

Dr. Stewart has been with SDC since 1961. He has held assignments as instructor, training administrator, and is presently Manager of Manpower Development responsible for the recruiting, relocation, placement, orientation and personnel development, and equal opportunity program for all corporate employees and for selected computer technology training for non-SDC employees.

Upon completion of undergraduate studies, Dr. Stewart accepted a civil service position with the Air Training Command of the Department of the Air Force performing as an instructor, instructor supervisor, educational specialist, and supervisory training specialist concerned with instruction, curriculum, manpower and support services related to information processing operations, electronic equipment maintenance and programmer training. During the period from 1956 to 1961, Dr. Stewart was assigned to Federal government installations in Mississippi, Massachusetts, and Misouri.

Dr. Stewart is a member of the Association for Computing Machinery, Phi Delta Kappa Men's Honorary Education Fraternity, American Society for Training and Development, the Reserve Officers' Association, the National Urban League, the Association for Women's Active Return to Education, the World Future Society, and the Southern California Industry-Education Council. He is currently serving as consultant to the Economic Development and Employment Committee of the Western Regional Office of the National Urban League, as a member of the Advisory Board of the IBM-Bank of America-Urban League Data Processing Training Center of Los Angeles, and was a member of the Visual Handicaps Committee of the California Rehabilitation Planning Project for the 1970s.

Education:	University of Southern California Ph.D., 1970 University of Missouri at Kansas City M.A., Educational Administration, 1961 Jackson State College Undergraduate Degree in General Science, 1956

PAUL F. CUDNEY

Senior Computer Programmer/Analyst

Mr. Cudney has more than nine years of analysis and programming experience in a wide variety of tasks, including diagnostic systems, operating systems, hardware/software integration, benchmark development and validation, computer/user interface studies, executive design and development, multiprogramming and multiprocessing, simulation and modeling, hardware/software trade-off analysis, and system trade studies. He has worked with many different computers, in both machine and programming languages, including the IBM 360 series, IBM 1401, IBM 1130, RCA Spectra 70 series (limited), and RCA 301. Mr. Cudney is presently participating in a project to determine means and methods which can be used to increase the efficiency and effectiveness of a very large real-time command and control system. Prior to this assignment, he designed the system measurement and data reduction functions for a system to measure all significant factors affecting performance of a real-time teleprocessing file management system. The data reduction system was designed to statistically treat the derived data to permit rational assessment of individual performance factors and identification of environmental changes which could lead to improved system performance.

Mr. Cudney recently completed an assignment where, as a part of a computer system performance project, he evaluated system simulation or modeling tools (SCERT, SAM, CCS, and CASE) for applicability in the evaluation of customer data processing facilities. He has other experience in the simulation field as well, including the development of a computer model for a multiprocessing, multiprogramming executive. This model was used to optimize the system program mix for a large-scale, real-time command and control system.

Previous to joining SDC, Mr. Cudney gained experience in the areas of production control, scheduling, purchasing, and sales with small manufacturing concerns. In addition, as a member of the technical staff at Douglas Aircraft, he worked on the development of a management information system for R&D Laboratories concerned with scheduling, production and manpower forecasting.

Education: Occidental College
B.A., Psychology

Mr. Cudney is an active member of the Association for Computing Machinery (ACM) and is currently Vice-Chairman of the Los Angeles ACM Chapter. He has been Chairman of the Membership Committee and of the Industry Representative Committee. As an ACM instructor, he has taught FORTRAN IV for the IBM 1130 Computer in the Los Angeles City School system, and recently directed a time-shared FORTRAN course at SDC for high school students.

JAMES L. HOYT

Human Factors Scientist

Mr. Hoyt's experience is concentrated in the areas of counseling, system design, and development of educational programs. His more significant assignments are summarized below:

- Conducted a system analysis of USAF Professional Education System for Human Resources Laboratory -- Air University. This study described the requirement-determining system of Air Force Professional Education and determined its merits and deficiencies.
- Developed and produced programs of instruction for the radar subsystem of the SAFEGUARD missile system, which included the selection of tasks for training, production of supporting information, development of forms, and construction of the final programs of instruction. This project involved analysis and evaluation of training requirements and required knowledge of behavioral science.
- Served as consultant to the Air Force in the conduct of system training programs for the military.
- Performed the duties of high school counselor for two years, primarily working with college-bound seniors but also serving as a general high school counselor.
- Served four years on the County Superintendent's Staff as Director of Guidance for 12 county high schools. In this role, developed and implemented the county-wide guidance program. This included coordination of all testing activities, and supervising of local guidance activities in 12 county high schools.

Education: Kent State Univsrsity
M.E. Psychology and Guidance, 1958
Kent State University
B.S., Social Studies, 1954

JOHN A. PRATT

Personnel Staff Assistant

Mr. Pratt's current responsibilities are to recruit, interview, evaluate and recommend for hire or placement exempt personnel up to and including middle management, senior professional, technical and administrative types to fulfill present and future manpower needs. This requires participation in Corporate planning activities related to staffing of new and/or existing contracts; assisting with internal placement of exempt employees according to availability and Corporate need; using and being familiar with a time-shared, computer based personnel system; preparing salary information; exercising direct salary sign-off; formulating advertising campaigns; coordinating with employment agencies; planning and making recruiting trips.

Mr. Pratt joined SDC in 1961 as a clerk in the Bindery. He later became an equipment operator where he held the responsibility for the operation of duplicating machines, cameras for laboratory work, collating machines, and developing scripting of prints. He was also responsible for quality control including the control of classified materials as well as the inspection of all materials during and after processing.

From 1966 to 1969 he worked as a computer operator and progressed through all operational levels including shift supervisor.

Education:
*California State College at Los Angeles, California
  B.A., Psychology, 1969
*Los Angeles City College, Los Angeles, California
  A.A., Psychology, 1967
Santa Monica City College, Santa Monica, California
  Studies in General Education, 1960
Southern University, Baton Rouge, Louisiana
  Studies in Education, 1959

Mr. Pratt is a member of the Watts Writers Workshop, and several of his poems have been published. He is a member of the Executive Council of the Southern California Aerospace Industry Equal Opportunity Representatives.

* College courses completed while working full time.

EARL T. SHEFFIELD

Training Instructor, Senior (Computer Programming)

Recently Mr. Sheffield was one of two instructors who presented the entire four-week GCOS orientation course to experienced programmers. He is now working on the SCF training course, and represents the primary source of programming talent for our instructional work in the Satellite Control contract.

He participated in the development and teaching of the Advanced Instruction in Information Sciences for Military Managers' couse listed in the Air Force Manual 50-5.

Mr. Sheffield is a mainstay in the defense systems classes. He is currently working on a comprehensive curriculum for WWMCCS Education including orientation, GMAP, JOVIAL/FORTRAN and 6000 timesharing, data base concepts and systems software.

He joined SDC in December 1958, as a member of the SAGE programming test group. He was involved in establishing test criteria for tracking quality; test guides for Model 6 DCA; and liaison between Kansas City and Santa Monica for the preparation of Model 9 testing. The test guides were written for each functional activity of SAGE with a slant toward the total system concept of testing. His work consisted of data gathering, writing, and editing of test guide documents, and briefings given on the use and utility of the test guides.

He has had extensive experience in coordination of model changes and introduction of new models; he coordinated the programming of data with Santa Monica production group, and the compendium changes for Model 9 between the Production Group and the Development Group. In his role as an instructor, which began in March 1961, he has been primarily responsible for assembly testing concepts and the use of testing tools. He has given numerous courses in JOVIAL, mostly to experienced programmers. He participated in the Blue Suit Operation in Tacoma.

WORK HISTORY (Prior to SDC)

1948 - 1951	High School teacher of mathematics
1951 - 1953	Army. Training Instructor for Radio Repair School, Camp Gordon, Georgia.
1953 - 1954	Taught Junior High School mathematics, Nebraska
1955 - 1957	Civil Service, Instructor for Field Wiring Installation School, Cheyenne, Wyoming
1957	Civil Service, Programming Instructor for Air Materiels Command, Shelby, Ohio
1958	Programmer for the Census Bureau, Washington, D.C.

EARL T. SHEFFIELD (Continued)

Mr. Sheffield received a B.S. in Education, Eastern Illinois State College, Charleston, Illinois, in 1948. Colorado State College of Education, 24 hours of graduate work in Education, degree not completed. M.A. in Instructional Technology, USC, June 1968.

JAMES P. SIGL

Programming Instructor

Mr. Sigl has been responsible for the instruction of both lengthy, detailed courses and short cursory overviews of general programming concepts and techniques. He has done extensive work on both an internal and contractual basis in the education of COBOL users for several systems with primary emphasis on IBM 360. Other courses he has taught on a corporate- and industry-wide basis are: IBM 360 BAL, IBM 360 ØS Concepts and Facilities, and IBM 360 Job Control Language. He is also knowledgeable in the following systems: CDC 3800, Burroughs 5500, CDC 6600-7600 series, CDC 160A, UNIVAC 1230, and XDS SIGMA-7 SYMBOL and META SYMBOL language.

The instruction of the previously mentioned modules required the preparation of course outlines and syllabi to ensure an orderly presentation of materials. It involved the preparation of problems, exercises, and training manuals to nurture the learning process. Finally, it required the preparation of tests and guidelines to evaluate a student's performance.

Mr. Sigl received a B.S. degree in Economics, Sacramento State College, Sacramento, California, in 1961; his minor was in Business Administration.

USE OR DISCLOSURE OF PROPOSAL DATA IS SUBJECT TO THE RESTRICTION ON THE TITLE PAGE OF THIS PROPOSAL

L CONSTANCE WALKER

Training Instructor

Constance Walker is an ackowledged expert in training the blind and visually impaired as computer programmers. For the last five years, she has been engaged in what she terms "the most significant and satisfying endeavor of an eventful and diversified career" -- project leader of System Development Corporation's Program to Train the Blind and Visually Impaired. Of the 53 people who have successfully completed her course, 35 are currently employed as professional programmers and are making substantial contributions to computer technology.

She joined SDC in 1958 as a computer programmer trainee and has since conducted courses for programmer trainees, special civilian and military personnel, computer operators and non-programmer personnel with management, human factors and military backgrounds.

Miss Walker was employed by Douglas Aircraft Company during World War II as a tool designer. As the first woman tool designer in the aircraft industry, she was featured on radio and in magazines, trade journals and newspapers.

She was later employed as an industrial and engineering designer for a firm involved in military projects and architectural modeling and as a tool design engineer of Hughes Aircraft for six years, specializing in inspection equipment and quality control.

She has also held the title of office manager and estimator for two industrial engineering contractors specializing in tilt-up and pre-stressed concrete development and office manager at Brockton Airport, Massachusetts, where she checked out as a private pilot in 1945.

Education:	University of California at Los Angeles A.B., Industrial Design and Engineering, 1946 University of Calfiornia at Los Angeles A.A, Psychology, 1939

APPENDIX C

PROPOSAL FOR HIGH SCHOOL INSTITUTE FOR ECONOMIC/MANAGEMENT STUDIES

PROPOSAL

HIGH SCHOOL INSTITUTE
FOR
ECONOMIC/MANAGEMENT STUDIES

Los Angeles
Junior Chamber of Commerce
October 1972

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DESCRIPTION OF INSTITUTE

OVERVIEW OF HIGH SCHOOL INSTITUTE FOR ECONOMIC/MANAGEMENT STUDIES

People require many things to sustain life and make it enjoyable. Since each person cannot produce all things for himself, he must depend on others to do much of the work. Over the years, our economy has evolved to the point where each person is employed by an economic sector which produces or markets certain specialized goods or services for others. Consequently, we are exchanging among ourselves the results of our special kinds of labor through the medium of currency. The High School Institute for Economic/Management Studies will provide students of different cultures and life styles with an opportunity to learn, experience, and to interact first-hand with the economic sectors through which exchanges of goods and services are made.

NEEDS

1. Equal educational and environmental opportunity should provide approaches through which individual students may experience upward mobility in the economic structure. Often students who are affected by unequal educational and environmental opportunities are unable to conceptualize the nature of the economic organization of the American society.
2. The economy is a composite of various cultures and life styles. Greater understanding of these cultures and life styles would lead to a more harmonious exchange of goods and services.
3. There is a need for individuals from many different cultures and life styles to explore together those techniques that govern the American economic organization. Understanding and utilizing those techniques should improve the individual and group effectiveness in terms of meeting identified goals.

4. An attitude prevails that private profit-making businesses are self-centered, self-perpetuating, greedy, outmoded institutions closed to minority groups. Successful businesses respond to social and economic needs as well as profitability. Greater understanding of business could be achieved through exploration of profitability as incentive for economic units to effectively meet the needs and services desired.

ANTICIPATED BENEFITS

1. Unequal educational and environmental opportunities will be minimized when people of all cultures and life styles understand and participate in various enterprises at all levels. This High School Institute will provide exposure and some experience to students in American economic organization and management techniques.
2. Providing students with opportunities for multi-cultural experiences will promote the kind of understanding that will erase boundaries of cultural dissension while maintaining the individual cultural identity.
3. The Institute will provide the student with additional alternatives with which to construct a more enriched life for the future in cooperation with people of all cultures and life styles.
4. The Institute presents the economy at work and will provide the student with the knowledge of the skills that are necessary to succeed in that environment.
5. The Institute will enhance the public awareness of the social and educational involvement of the Junior Chamber of Commerce and the business community.
6. The Institute will encourage individual capabilities and strengthen motivation for continuing development of capabilities through formal and informal training.

7. Young people will get first-hand opportunities to observe the concerns and contributions made by business toward the problems arising in a progressive society.

OBJECTIVES

1. To give the business community an opportunity to interact with the students from a variety of backgrounds.
2. To provide opportunities for students to come together and interrelate with other students of different cultural backgrounds and life styles.
3. To provide the business community the opportunity to improve its community image by breaking down negative attitudes.
4. To allow the students the opportunity to interact with persons in management positions.
5. To provide the student with the opportunity to gain first-hand information about the business community and alternative opportunities.
6. To make students aware of the skills necessary to be a successful manager.
7. To provide students with the knowledge of formal and informal educational requirements in specific career fields (e.g. CPA, M.D., law).
8. To provide students with the knowledge of the affirmative action hiring policies of various businesses.
9. To provide the Los Angeles Unified School District with an operational model of an alternative educational process.
10. To provide an opportunity for parents to become involved in the learning experience of students as well as gaining an awareness of the contributions of the business community.
11. To provide multi-cultural teams of students the opportunity to successfully accomplish tasks based on mutual interests.

RELATED PROJECTS

The High School Institute of Economic/Management Studies is conceptually related in varying degrees to the following educational programs:

1. Program for Intergroup Education (PIE)
2. Area Program for Enrichment Exchange (APEX)
3. Summer Enrichment Exchange Program (SEEP)
4. Careers Day in Business
5. Alternative School Program
6. Comprehensive Career Education

DEVELOPMENT OF PROGRAM

PHASE I - CURRICULUM DEVELOPMENT AND PLANNING (OCTOBER 15, 1972 - FEBRUARY 3, 1973)

This phase commences immediately upon procurement of financing and necessary approvals. The phase will be staffed as follows:

Administrator
Curriculum Coordinator
Monitor/Evaluator
Certificated Teachers (4)
Professional Experts (2)
Various members of the Junior Chamber of Commerce and Los Angeles School District

Objectives of Phase I:

A. Organization - Develop administrative procedures

B. Curriculum - The curriculum shall be developed by a committee composed of the entire staff for Phase I

  1. Develop specific curriculum for Phase II
  2. Determine supportive instructional materials required
  3. Determine physical equipment and supplies required

C. Operational Needs

  1. Specify equipment to be procured
  2. Order equipment
  3. Install equipment
  4. Prepare facilities
  5. Develop class schedules

D. Staffing

  1. Determine business participants
  2. Evaluation and hiring of staff

E. Student Selection
    1. Develop information brochure
    2. Develop application forms
    3. Establish screening committees

F. Staff Development
    1. Orientation
    2. Pre-service training
    3. Evaluation of pre-service

G. Monitoring and Evaluation
    1. Develop evaluative procedures
    2. Develop monitoring and control procedures
    3. Develop evaluation and monitoring tools

PHASE II - PILOT INSTRUCTIONAL PROGRAM (FEBRUARY 4, 1973 - JUNE 16, 1973)

This phase involves actual participation of 80 students during the Spring 1973 school semester, evaluation of the process, cultivation of cross-cultural interchange, and correlation of student interests with career opportunities.

PHASE III - PROGRAM EVALUATION, REVISION, EXPANSION AND PREPARATION FOR FULL PROGRAM (JUNE 17, 1973 - AUGUST 11, 1972)

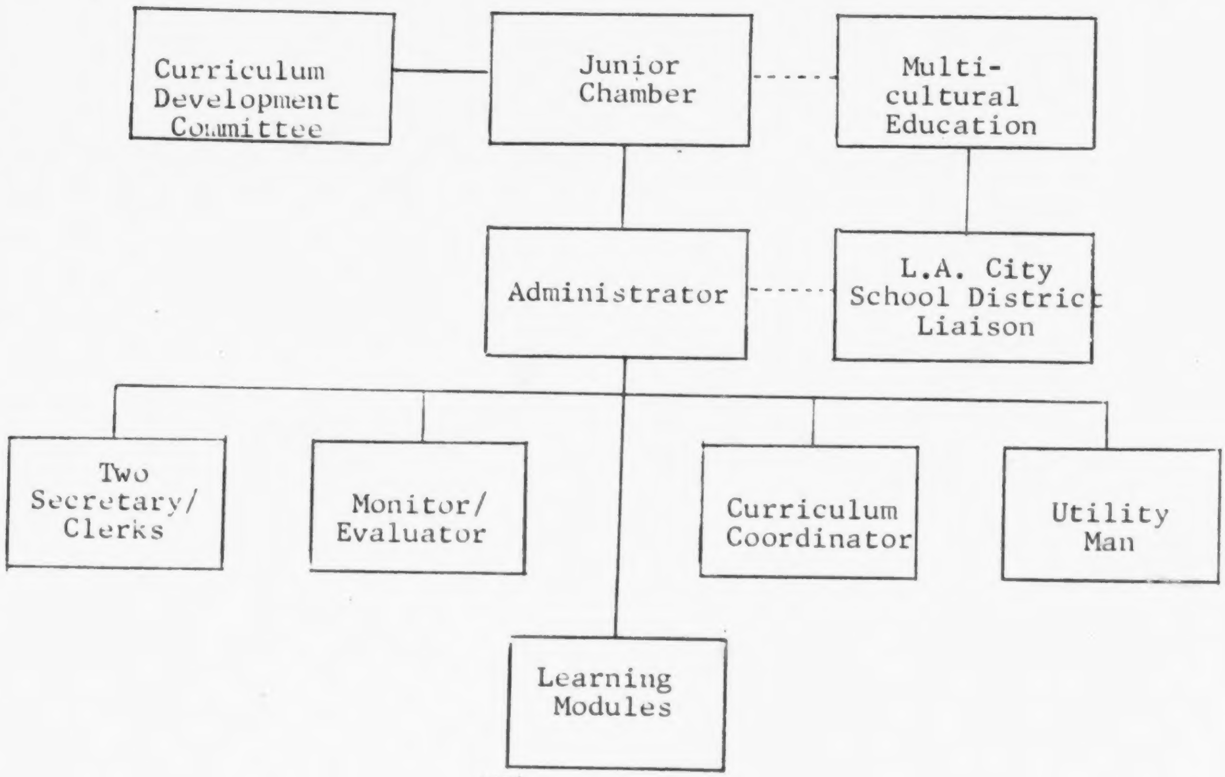
Based on the actual experiences gained in the previous phases, an expanded staff must be trained, and curriculum coverage, techniques, etc. revised to provide a more efficient and effective program. The staff will be expanded to include more teachers and businessmen.

PHASE IV - FULL INSTRUCTIONAL PROGRAM
(SEPTEMBER 9, 1973 - DECEMBER 29, 1973)

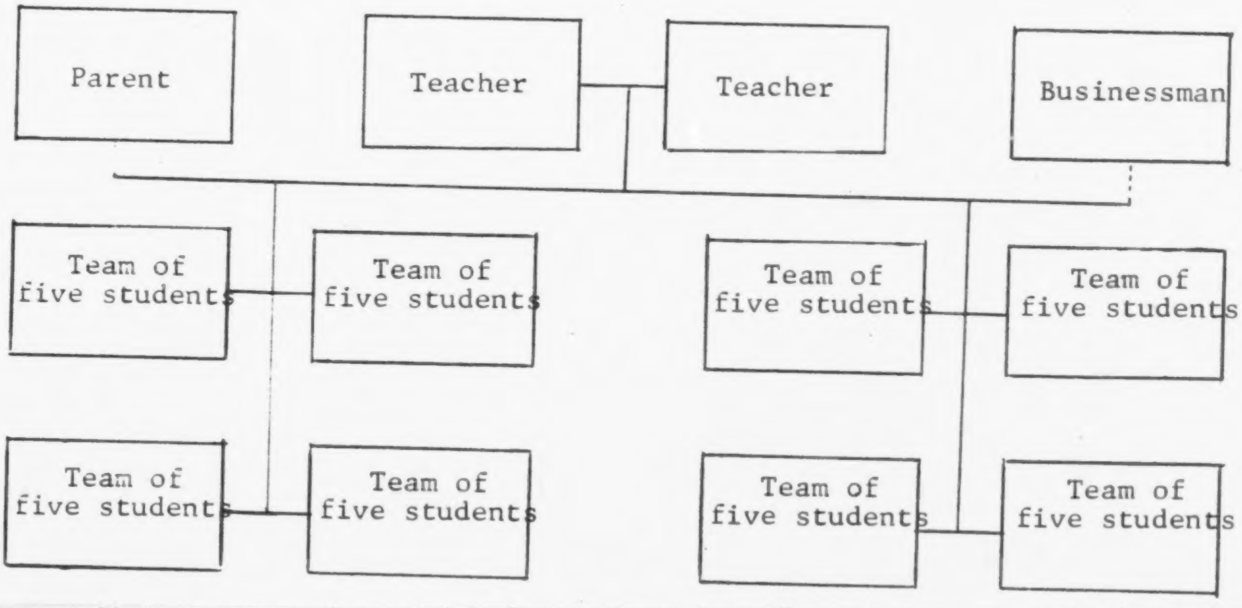
In this phase, the student population will be expanded to 10 modules for a total of 400 students, with appropriate staff. Per student cost will decrease significantly during this phase.

ORGANIZATION

STRUCTURE


Curriculum Development Committee
Junior Chamber
Multi-cultural Education
Administrator
L.A. City School District Liaison
Two Secretary/Clerks
Monitor/Evaluator
Curriculum Coordinator
Utility Man
Learning Modules

LEARNING MODULES


Parent
Teacher
Teacher
Businessman
Team of five students
Team of five students
Team of five students
Team of five students
Team of five students
Team of five students
Team of five students
Team of five students

REPORTING PROCEDURES

Procedures and forms will be established to meet the necessary reporting requirements of the Federal government, Los Angeles Unified School District, the Junior Chamber of Commerce, and any other organizations requiring compliance. Such procedures and report forms will be established during Phase I of the program.

STAFF REQUIREMENTS, RATES OF COMPENSATION AND RESPONSIBILITIES

Administrator

Phases	All
Rate	$1,770/4 weeks

Responsible for the overall coordination, supervision, and assignment of staff, implementation of the program of the High School Institute of Economic/Management Studies and such other responsibilities as assigned by the Junior Chamber of Commerce.

Curriculum Coordinator

Phases	All phases
Rate	$1,350/4 weeks

Responsible for the implementation of the curriculum as prescribed by the Curriculum Committee more specifically, the Coordinator will be responsible for the assignment of designated classroom activity according to the plan, and final arrangements for curricular-related tours, speakers or other presentations. He will ensure that appropriate material and other handouts are available to the classes when needed, and will make any necessary adjustments to classroom schedules.

Certificated Teachers

Phases	I & II - 4 III & IV - 28
Rate	$1,350/4 weeks

Responsible for motivating students of various socioeconomic backgrounds through inovative techniques. The teacher must also have knowledge and appreciation of the pluralistic society. He must have knowledge of audiovisual aids, minimal business background (college and/or actual experience) and knowledge or experience on the effective methods of dissemination of material.

Monitor/Evaluator

Phases	All
Rate	$1,350/4 weeks

Responsible for administering and evaluation of pretesting and critiques of presentations, completion of all designated course evaluation forms, filing of reports required by outside agencies and organizations, and any other related activity delegated by the Administrator.

Secretaries

Phases	2 for all phases
Rate (each)	$525/4 weeks

Provide clerical, secretarial and administrative support as required.

Utility Man

Phases	IV only
Rate	$550/4 weeks

Responsible for assisting the Curriculum Coordinator in the procurement, maintenance, placement and accountability of all equipment and any other related responsibilities as required.

Educational Aids

Phase	II - 2 IV - 14
Rate	$500/4 weeks

To assist with small group instruction, organization and management of materials.

Professional Experts

Phases	I - 200 hrs. II through IV - 100 hrs.
Rate	$10 per hour

To provide professional expertise as required.

CURRICULUM

CONCEPTS

The curriculum for the Institute will utilize the most advanced and innovative concepts and techniques in disseminating information. These will include simulation, curricular-related tours, role playing, student analysis of economic sectors, and various visual aids. Included will be the study and use of the latest computer designs and applications.

The curriculum is designed to study the internal interaction of the corporation and then examine how a single corporation interacts with the economy. The curriculum will be based on the stated objectives while addressing the following factors:

a. Broad concepts of management

b. Parts of economic sectors

c. Economic sectors and their interrelationships

PROGRAM

Unit 1 - Broad Concepts

1. Planning
    a. Budgeting
    b. Forecasting events
    c. Adaptability to environment, needs, and limitations
2. Organizing
    a. Accounting
    b. Delegation of responsibility
    c. Resource utilization and control
    d. Communications and coordination
    e. Development of objectives

3. Controlling
    a. Personnel
        (1) Motivation
        (2) Training
        (3) Checking behavior
        (4) Methods of correcting undesirable behavior
        (5) Selection
    b. Reporting
    c. Leadership

Unit 2 - Parts of Economic Sectors

1. Production/Manufacturing
    a. Mass production
    b. Special order
2. Marketing
    a. Distribution
    b. Advertising
3. Personnel
    a. Recruitment
    b. Training
4. Product Research and Development

Unit 3 - Sectors of the Economy

1. Banking and Savings
    a. International banking
    b. Loans and mortgages
    c. Checking and check processing

2. Utilities
    a. Telephone
    b. Electric
    c. Natural gas
    d. Water
3. Medical
    a. Doctor
    b. Dentist
    c. Hospital
4. Auditing
5. Retail
    a. Durable
    b. Non-durable
6. Investment
    a. Brokers
    b. Financial analyst
    c. Portfolio managers
7. Education
    a. Elementary, secondary and adult
    b. College
    c. Vocational
8. Construction
    a. Architect
    b. Highway
    c. Commercial construction
    d. Residential construction

9. Law
    a. Judicial
    b. Attorney
10. Manufacturing
    a. Mass production
    b. Custom products
11. Government
    a. Police
    b. Fire
    c. Armed services
12. Insurance
    a. Underwriting
    b. Agents and brokers
13. Advertising and media presentation
    a. TV and radio
    b. Advertising agency
    c. Public relations
    d. Book and magazine publication
14. Importers/Exporters
15. Mining
    a. Oil
    b. Coal and iron
16. Transportation
    a. Rail
    b. Air
    c. Truck, bus and auto
    d. Ship

17. Services
    - a. Restaurant
    - b. Hotel
    - c. Employment agency

STUDENT SELECTION PROCEDURES

The students will be selected utilizing the following criteria:

- a. 10th graders
- b. Desire to participate
- c. Parent's approval

Students will complete application forms, which will be given to a selection committee. The committee will make the final determination of who will be participants. The committee will be comprised of the following:

1. Businessman
2. Student
3. Parent
4. Teacher
5. Administrator

ORIENTATION AND TRAINING OF STAFF

All persons involved in the High School Institute will be participating in an orientation and training period during Phase I and III. The purposes for orientation and training include:

1. Provide information to staff members and parents regarding philosophy and intent of institute.
2. Provide general guidelines for curriculum writing and methods of presentation.
3. Provide preservice training in Human Relations area.
4. Outline and develop logistics responsibilities of staff members.
5. Develop, in concert with the Curriculum Committee, curriculum materials.
6. Develop framework for student evaluation.

FINANCING

BUDGET, LEVEL AND DURATION OF FINANCING

Phase I - Curriculum Development and Planning	$ 97,000
Phase II - Pilot Instructional Program	105,000
Phase III - Program Evaluation, Revision, Expansion and Preparation for Full Instructional Program	115,000
Phase IV - Full Instructional Program	223,000
Total cost	$540,000

COST SUMMARY BY AREA

Budget area	Phase I 10/15/72-2/3/73	 II 2/4/73-6/16/73	 III 6/17/73-8/11/73	 IV 9/9/73-12/29/73	Total
Staff Salaries	$65,000	$ 70,000	$ 73,000	$165,000	$373,000
Facilities	10,000	15,000	6,000	15,000	46,000
Equipment	15,000		28,000		43,000
Supplies	5,000	3,000	5,000	3,000	16,000
Staff and Student Transportation	2,000	17,000	3,000	40,000	62,000
Total	$97,000	$105,000	$115,000	$223,000	$540,000
Students	-	80	-	400	480
Cost per Student*	N/A	$1,313	N/A	$556	$1,080
	$2,431		$810		

*Determined on the basis the equipment is purchased and has a 50% salvage value at the end of the program.

To compare the cost to currently educate a student in the Los Angeles City School District and the High School Institute certain assumptions will have to be made. These are:

1. 70-71 student costs	$825
2. 70-71 capital cost per student	50
	$875
Inflation rate	8%

Current cost per student for a 180 day school year equals $945 ($875 + 8%).

The cost of the High School Institute per student assuming that Phase IV is representative of the costs of a continuing program would be 1,334 ($556 times 180 day/75 days) or a differential of $389 per year. This additional cost is primarily the result of increasing the teacher/student ratio.

High School Institute
1 Teacher
½ Educational aid
per
20 students

Los Angeles City School District
1 Teacher
per
30+ students

SOURCES

The preliminary source of financing shall be from the Federal Government based on Title VII of the 1972 amendment (Public Law 92-318) to the Higher Education Act of 1965. The funds shall be requested on the basis of the foregoing prospectus and administered through the office of Multicultural Educational of the Los Angeles City Schools. Esaa provides financial assistance for the following purposes:

1. To meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools;

2. To encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportion of minority group students; and

3. To aid school children in overcoming the educational disadvantages of minority group isolation.

As a secondary source of financing the program will look to Title III of the Elementary and Secondary Education Act of 1965 (Supplementary Educational Centers and Services; Guidance, Counseling, and Testing). Section 301 of Title III reads as follows:

> Sec. 301.(a) The Commissioner shall carry out a program for making grants for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs, and to assist the States in establishing and maintaining programs of testing and guidance and counseling.
>
> (b) For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $550,000,000 for the fiscal year ending June 30, 1971, $575,000,000 for the fiscal year ending June 30, 1972, and $605,000,000 for the fiscal year ending June 30, 1973.[1] In addition, there are herby authorized to be appropriated for the fiscal year ending June 30, 1971, and each of the succeeding fiscal years, such sums as may be necessary for the administration of State plans, the activities of advisory councils, and the evaluation and dissemination activities required under this title.

If this avenue of funding does not materialize alternotes available are as follows:

a. Other Federal and state existing legilation programs.

b. Businesses served.

c. Foundations and individual contributions

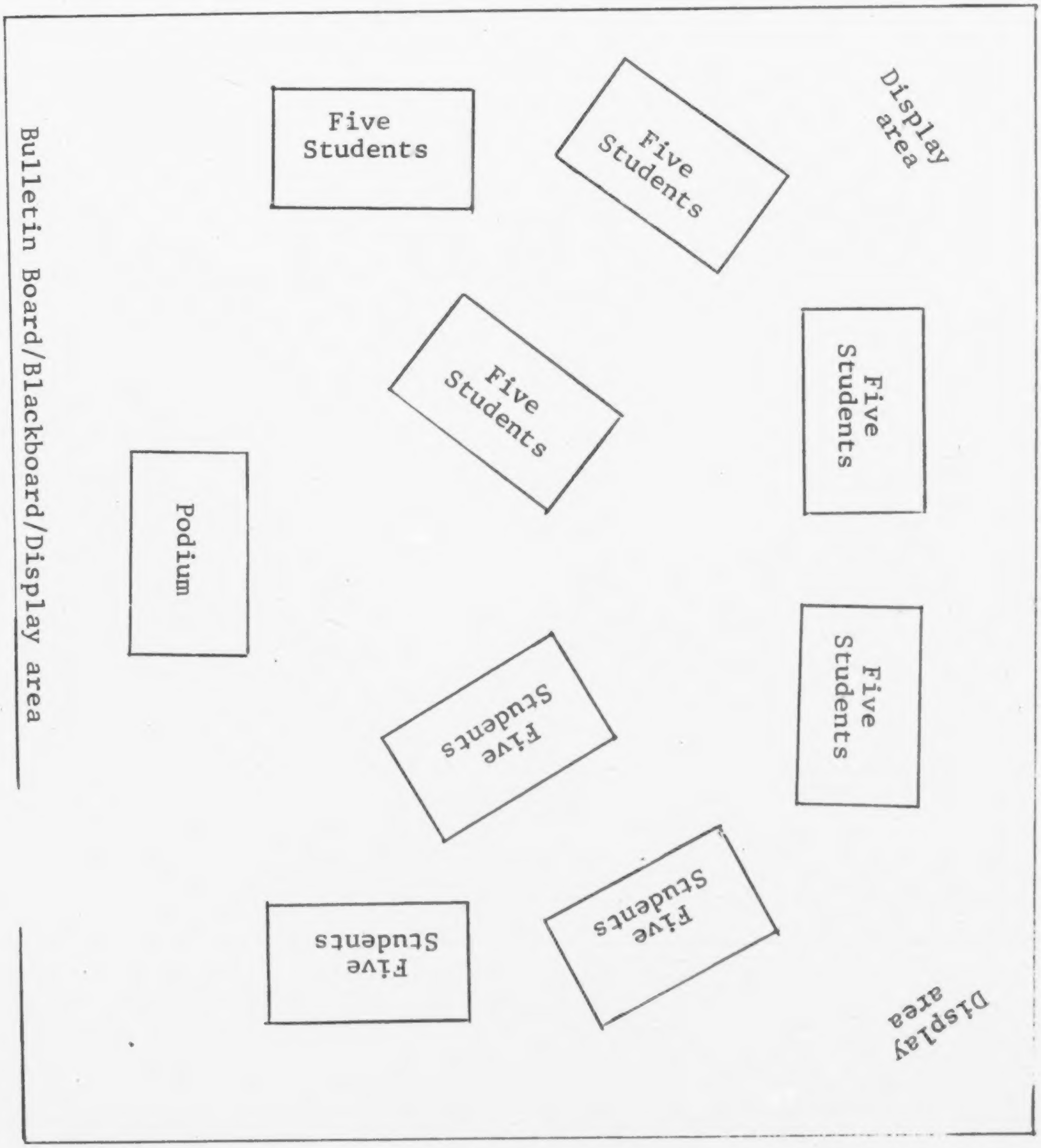
As a last resort the program can be curtailed by the elimination of learning modules. The program is structured in such a manner so that learning modules can be either increased or decreased without jeopardizing the entire program.

EVALUATION

During Phase I members of the Institute shall devise such forms, tests, and criteria to measure and evaluate the objectives of the High School Institute and the ability of the curriculum to meet the goals and objectives. Both qualitative and quantitative data shall be used in the evaluation. Data shall be accumulated from students, parents, teachers, businessmen and administrators. Funds have been provided for professional experts in the field of evaluation to assist the Institute in the development, accumulation, and evaluation of data accumulated during all phases of the program.

	1972				1973					
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Organizational										
1. Approval -										
a. Junior Chamber of Commerce	—									
b. Board of Education		—								
2. Financing			—							
3. Contract between District and Junior Chamber				—						
Phase I										
1. Hire staff		—	—							
2. Develop administrative procedures		—	—							
3. Purchase equipment		—			—					
4. Solicit business support		—	—	—	—	—	—			
5. Curriculum -										
a. Refine outline			—	—						
b. Determine guidelines for speakers			—	—						
c. Develop various methods of presentation			—	—						
d. Develop presentations with business participants				—	—	—	—	—		
e. Evaluation of presentations					—	—	—	—		
6. Student selection -										
a. Information brochures develop and disseminate			—	—						
b. Develop and disseminate applications			—	—						
c. Develop guidelines for committees				—						
d. Designate selection committee					—					
e. Final selection of students					—					
7. Facilities -										
a. Locate and procure lease				—						
b. Determine and install necessary improvements				—	—					
8. Monitoring and evaluation -										
a. Determine and develop procedures to meet requirements of District			—	—						
b. Determine and develop procedures to meet state and federal requirements			—	—						
c. Develop pre-testing material				—	—					
d. Develop evaluation procedures				—						
e. Develop evaluation forms				—	—	—	—	—	—	
Phase II										
1. Testing						—				—
2. Instruction -										
a. Broad concepts						—	—			
b. Parts of economic sectors							—			
c. Sectors of the economy								—	—	—
3. Monitor and evaluate						—	—	—	—	—

LEARNING MODULE ARRANGEMENT
(Proposed)


Bulletin Board/Blackboard/Display area
Five Students
Five Students
Display area
Five Students
Five Students
Podium
Five Students
Five Students
Five Students
Five Students
Display area

Approximately 800 square feet.

2 teachers, educational aid, and businessman either at the tables with the students or elsewhere in the room as dictated by the particular days curriculum.

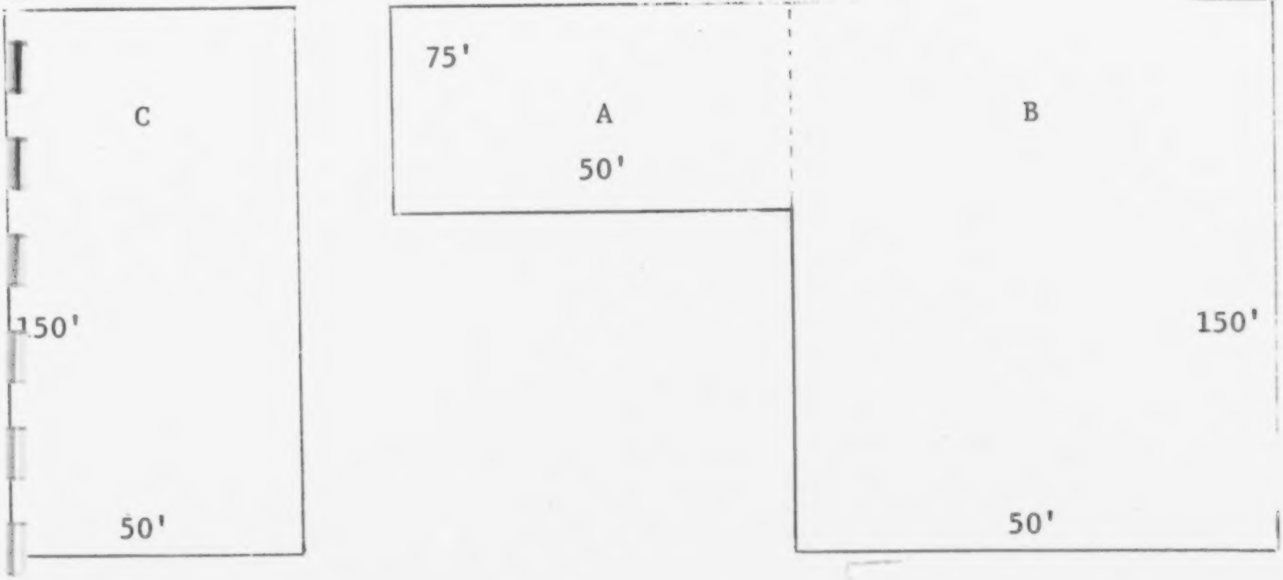
POSSIBLE INSTITUTE LOCATIONS

The approximate space requirements for the various phases are as follows:

Phase I	1,500 square feet
Phase II	4,000 square feet
Phase III	4,000 square feet
Phase IV	15,000 square feet

The following are examples of existing facilities that are now available and could be used as a site for various phases of the project. All costs are subject to change and negotiation.

1141 North McCaden
ollywood, California

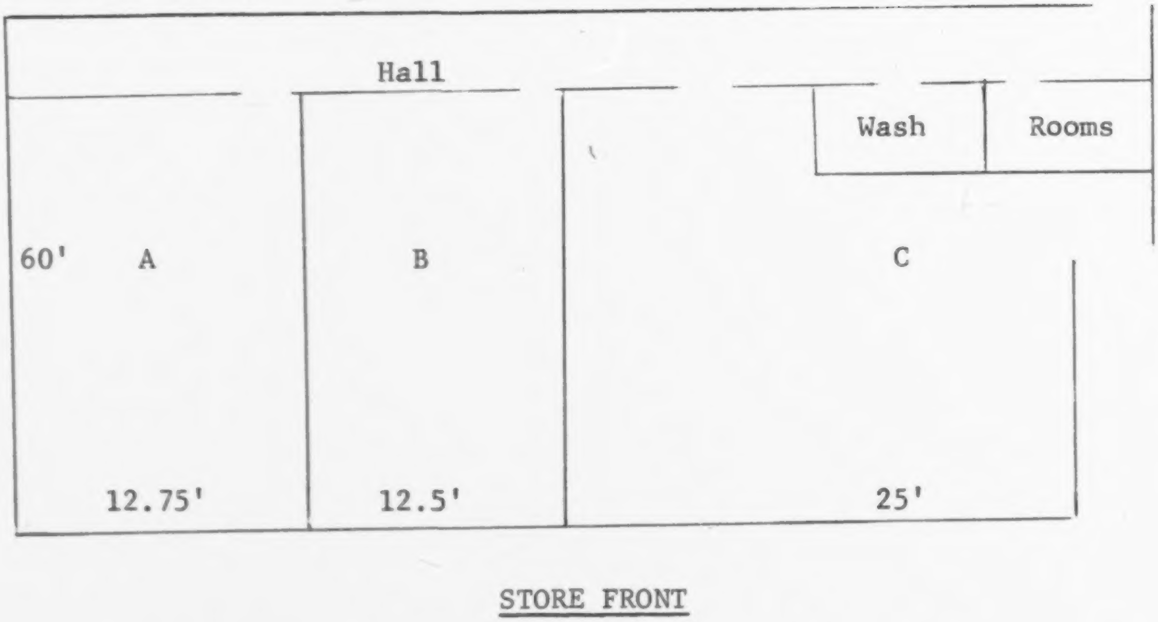


20¢ per square foot.
Possession February 1, 1973
Cinder block construction
Zoned M-2

		Approximate cost per month
A.	Single story warehouse and shipping facility 3,750 square feet	$ 750
B.	Two story office and warehouse facility 15,000 square feet (includes 5,600 square feet of air conditioned office space)	3,000
C.	Parking lot space for approximately 30 cars	-
		$3,750

Midtown shopping center

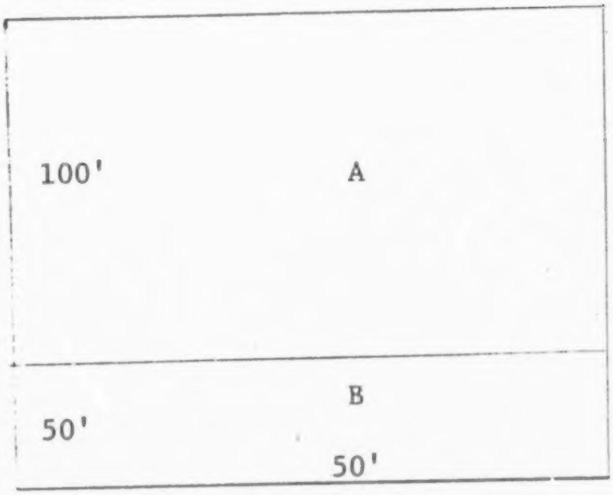
Pico and San Vicente
Los Angeles, California


Hall
Wash
Rooms
60'
A
B
C
12.75'
12.5'
25'
STORE FRONT

40¢ per square foot basic rent
4¢ per square foot for use of common areas (parking and mall)
Immediate possession
Air conditioned
5-year lease minimum

	Approximate cost per month
A. 765 square feet	$ 350
B. 750 square feet	330
C. 900 square feet	400
	$1,080

1155 North Las Palmas
Hollywood, California



Wood structure with steel frame 20¢ per square foot. Used as office space and is fully air conditioned immediate occupancy Zoned M-2

		Approximate cost per month
A.	5000 square feet	$1,000
B.	Parking for approximately 10 cars. (Additional parking available in the area)	-
		$1,000

BUSINESS NEEDS TO DO A BETTER JOB OF EXPLAINING ITSELF

by Max Ways

"The solar system," said Ralph Waldo Emerson in one of his unanswerable sentences, "has no anxiety about its reputation."

Nice, no doubt, for the solar system, but what else can afford so lordly a detachment? Not the U.S. business community, which is, right now, desperately worried about its reputation, so anxious that it tends to shrink back into its shell, like the snails in the painting opposite.

Such timorous occlusion can't be the right business response to calumny. Nor would the reputation of business be brightened by a new outburst of aggressive boasting, a tactic tried all too thoroughly in the past. Nor does it do much good to blame "the intellectuals." The root of the difficulty lies deeper.

For decades business has been underestimating the gravity and the nature of its public-relations problem. The truth is that there has never been a wide and solid understanding of the business system. As it becomes more complex, as it gets more deeply involved in such questions as the tax structure or environmental protection, the public's inadequate understanding of business will cause more and more trouble. The defect lies more in the quality than in the quantity of the corporate messages. Despite torrents of advertisements, press releases, and internal corporate communications, misunderstanding and ignorance of the business scene remain widespread.

The public needs to know more than it does about business—about its products, its processes, its performance, its profits, its motivations, its internal relations, and the ways all these are changing. From this premise a basic strategy of public relations emerges: business should do a better job of explaining itself. Until it does, it will not be able to defend itself, much less to counterattack its critics. A strategy of explanation would influence the handling of many day-to-day matters—the way ads are conceived, the way periodic corporate reports are written, the way queries from the press are handled.

What a strategy of explanation implies can be more clearly seen in a perspective that includes the past evolution of the anti-business attitude and its future dangers.

Current anti-business sentiment is no summer squall, no mere election-year flap, no recession-born disenchantment, no transient hostility stirred up by a few malcontents. It would be unwise, for instance, to assume that Ralph Nader created the wave of consumer resistance; he vocalized feelings already present in the public. Nor was the outburst of populism in this year's Democratic primaries a projection of George McGovern's limited ability to read profit-and-loss statements; his soak-the-corporation tax proposals reflected widely held beliefs. The ill repute of business would still flourish if Nader started doing commercials for General Motors or if McGovern, awed by the possibility of administering the federal budget, decided to learn arithmetic.

Research associate: Lenore Schiff

That 28 percent profit

The picture of reality that people have in their heads shapes their emotions and actions. For example, the U.S. public has long held a wildly erroneous notion of the size of business profits. A recent survey showed that the public's estimate of after-tax profits as a proportion of total sales centered at 28 percent. This is more than five times the actual level of profit margins in recent years. All by itself, such a grossly mistaken estimate of profits goes far to explain demands that corporations should pay higher taxes, increase wages, and absorb environmental costs—while holding the line on prices. No wonder millions of Americans feel unfairly treated by the economic system. A more drastic "redistribution of income" through the tax structure would indeed be feasible if after-tax profits amounted to $250 billion instead of $46 billion.

Other consequences follow from other mistaken public notions about business. Many of the brightest young men and women will continue to turn their backs on business because they believe that corporate careers are stultifying to personal development, devoid of intellectual challenge, and subversive of true social values. Many who do enter business will continue to think they are selling their integrity for material gain. The public's exaggerated notion of corporate power will result in the passage of more laws that add to the cost of production without any proportionate benefit to the public. Many consumers will continue to take little joy from what they buy because they think they are victims of a system that is dishonest, insensitive, oppressive, and inhuman.

In short, the declining reputation of business could, unless it is reversed, weaken the internal morale of corporations and so poison the relation between business and the rest of society that the quality of American life would deteriorate.

Unlike the solar system, which can ignore human opinion,

rawing by Philippe Weisbecker

The reputation of business has been getting worse, while its performance, by almost

any pattern of relations between men depends upon a measure of mutual understanding and respect. The freer the men, the greater this dependence will be. And since prosperity contributes to freedom, a prosperous society has more need to understand and respect its own economic system than a poor society in which material necessity can coerce a cooperation that may not be freely and intelligently given. A prospering, highly educated, democratic people, like today's Americans, will not assent to an economic system merely because it produces a lot of goods and services. If people view the system as grossly unjust or tyrannical or deceitful they will, even at a cost to themselves, withhold their full cooperation.

Eating our weight in beef

What can business do to attain a higher level of public understanding and trust? Should it perform, by public-relations techniques, plastic surgery upon its "image"? Or reform its actual practice?

One businessman who rejects proposals that business can cure its reputation by public-relations poultices is Irwin Miller, chairman of Cummins Engine. Since few, if any, businessmen have a better reputation, Miller's view is worth attention. He says: "The corporation is not unlike the individual. It achieves a good reputation if it deserves it. Image and reputation follow performance and service to the community."

This is the traditional view of a Christian gentleman—and all men of good will would like to believe it. But was it true, even in a simpler world than ours, that public opinion infallibly awarded to everyone the reputation he deserved? In our complex world it would not be easy to appraise business by Miller's standards—"performance and service to the community"—even if there were a firm consensus on what those two terms meant. "Performance," for instance, now means more than mere efficiency in supplying goods. But nobody is quite sure how to define other standards that are emerging.

At any given moment the public must have in mind some criteria, however imprecise, of what constitutes a satisfactory performance by business. The public keeps raising its standards—as, in an achieving society, it should. Trouble develops because the public is not aware of how rapidly it raises its standards. Because it believes its standards are unchanging, it tends to perceive business performance as moving backward.

A simple example of this optical illusion is provided by the recurrence a few months ago of the perennial uproar over the retail price of beef. Prices were described as "out of sight" or "impossible" and other words indicating that consumers could not get as much beef as they were accustomed to eat. How many of the enraged housewives were aware that the per capita consumption of beef in the U.S. has risen in almost every year since World War II? We are now eating 115 pounds of beef per person per year, more than double the 1938 level and 30 percent higher than that of ten years ago.

Maybe the price of beef is in some sense "too high." Markets do lift specific prices to levels that are supposed to discourage demand. But it's one thing to know that the price of beef has been rising in the presence of surging demand, and another to believe it has been manipulated upward by greedy meatpackers and butchers. Though the production of beef in the U.S. is two and a half times what it was in 1951, the breeding of cattle still cannot keep up with the rise in population and the sharper rise in real incomes. How many newspapers or TV newscasts mention, just factually, the rising consumption of beef when they report these passionate consumer outbursts?

Here is a clear case of a discrepancy between what has actually been happening and what the public thinks has been happening. Much of the ill repute of business arises from such misconceptions, which, in a complex, prospering society, are bound to occur unless there is a huge and intelligent effort to keep the people informed. The absence of such an effort explains why the reputation of business has in the last twenty-five years been getting worse, while the performance of business, by almost any economic or social or moral standard, has been getting better.

And then came Phil, the Finagler

A public-relations problem does, indeed, exist and it is—at least partly—independent of actual business performance or behavior. The problem ranges all the way from the moral validity of the market system itself, which is far from universally accepted, down to the day-to-day dealings of corporations with the press and with individual customers and employees. Obviously, this problem is not going to be solved by gimmickful flackery. But neither is it going to be solved by quiet business virtue or by the supposedly healing passage of time. Improvement of the business reputation has to start with the recognition that the problem goes back a long way and is getting tougher every year.

At no time in the American past did business ever enjoy full public understanding and approval. This fact has been somewhat obscured because most twentieth-century historians dwell, in wonderment or irony, upon nineteenth-century sermons and moral tracts praising the business influence on American life. Moralists who took this line were impressed by the business system's stress on personal responsibility and self-improvement in the material realm, a stress that seemed to reinforce fundamental teachings in the moral realm. More or less consciously, the emergent American business system was being compared to the rigidly stratified societies of traditional Europe where each man was supposed to follow a path set by society.

any economic or social or moral standard, has been getting better.

Many of the pro-business moralists so grossly overstated their thesis that they seemed to be placing prosperity next to godliness. There was bound to be a reaction. The disenchanting discovery that Horatio Alger's *Phil, the Fiddler* did not provide a perfect paradigm of how material success relates to virtue was certain to produce a thousand later books in which the businessman would appear as Phil, the Finagler.

But even in the heyday of the pro-business moralists there was a vocal dissent—and also a silent absence of assent. The group now known as the intellectuals included at all times some who despised what they called "moneygrubbing." Romantic writers, especially, were inclined to prefer the aristocracy to the bourgeoisie. It was "no accident," as the Marxists say, that the semifeudal American South, soon to go to war against the moneygrubbers, reveled in the chivalric extravaganzas of Walter Scott.

Far below such levels of literacy were inarticulate millions, white and black, who had little reason to admire and little need or chance to understand the emergent business system. No business missionaries tried hard to convert the emancipated slaves or the immigrants from Europe who went to work driving railroad spikes or digging coal. Nor was there much effort to proselytize the sons and daughters of the agrarian society, north and south, as they left the farms to enter the very different world of industrial capitalism. The economic cooperation of all these groups was ensured by material necessity. Apathy and illiteracy delayed the growth of their political power.

Today, their grandchildren are in a far different position—educationally, politically, economically. They have to be sold on the system. And a great many of them have never been sold.

The nonfeasance of the intellectuals

Probably the high point of business prestige in the U.S. (though surely not the high point of its performance) was reached in the 1920's. Even then business was considered good only until the adjective "big" was put in front of it; then it was bad. Since big business was destined to become more conspicuous, the base of later criticism was already laid fifty years ago. By the late 1920's the pro-business moralists were no longer in the ascendant. The intellectuals had begun the shift toward more emphatic anti-business attitudes, a trend that greatly accelerated during the depression and the ten-year debate over its cause and cure.

Because the dependence of society on its intellectuals has increased, their estrangement from the actual economic system becomes a very serious matter. In previous centuries the intellectuals were a handful of clergymen and writers. Now the term covers whole armies of teachers, journalists, scientists, artists, fictioneers, and entertainers. A society so specialized and complex that no one man can observe it with his own eyes must rely on these mediators for its sense of what it is and where it's going. Nobody—not even a businessman—can "see" the business system. What the public perceives is refracted, to use the politest word, in passing through the medium of professional communicators.

This doesn't imply, as some discouraged businessmen think, that the entire blame for the business reputation lies in the disaffection of the intellectuals. If it be true, as stated above, that a very large proportion of Americans *never* admired or understood market capitalism—not even when it was praised in tract and pulpit and on campus—then the responsibility of the intellectuals for the present ill repute of business begins to look more like nonfeasance and less like malfeasance.

Many businessmen incorrectly suppose that the communicators as a group are involved in a malicious conspiracy to substitute some other economic-political system for the one we have. Thirty years ago, socialism had a significant, though not a dominant, following among U.S. intellectuals. Many of them are still enthralled by the negative aspect of Marxism, its critique of capitalism. But few today are hankering for government control of the means of production. Among today's intellectuals, government has become almost as dirty a word as business. Indeed, the intellectuals have communicated to large sections of the public, especially the young, an abhorrence of all institutions larger or more complex than a rock combo.

The coconut gatherers

The decline of the socialist appeal, in fact, complicates the problem of the business reputation. When socialism was seen as a viable alternative, market capitalism had a definite rival with which its performance could be compared, either in terms of economic efficiency or in higher terms of human freedom and dignity. Today the typical critic of the business system does not accept the responsibility for saying what he would like in its stead. His habit is to denounce some specific shortcoming or injustice, implying that this is what one would expect from a system that is basically sick or outmoded. Proposed reforms are not seriously worked out in terms of how they would affect the system as a whole.

This kind of criticism relieves the communicators of a very difficult task, that of understanding and explaining an economic system that is far from self-evident in its complex workings. The discussion assumes that everyone knows how prices are set, how wages relate to profits, how a businessman thinks, works, acts, and lives. But this assumption happens to be untrue. What little the American public knows about business is some fifty to seventy-five years out of date. The public image of the big businessman is about where Theodore Dreiser, Upton Sinclair, and the cartoonists of fifty years ago left him.

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Where in the communication network would the typical American have encountered a more accurate and up-to-date picture? At school? In college? In church? From newspapers? From fiction? From television?

Among professional communicators who deal in nonfiction—the teachers, journalists, clergymen—only a very small minority know or care much about business. Current fiction is not more informative. A quick two-week riffle through the best-selling novels, prizewinning plays, long-running television serials, and high-grossing movies of the last five years discloses very little concentrated hostility to business. In such popular art, the businessman is not so much attacked as ignored. For all these mirrors show to the contrary, American civilization makes its living by picking coconuts off the ground. As reflected in fiction, the only two interesting activities in American society appear to be making love and making war—both usually depicted in a manner that would repel people who are ever so slightly fastidious.

True, sex and war are ancient themes of drama; business is not. But in previous centuries the economic life of societies was highly transparent to the participants. Nobody needed a drama or a novel to understand what was involved in milking a cow or to figure out that both the milkmaid and the owner of the cow had claims upon the proceeds.

The record of contemporary business isn't going to "speak for itself." For most Americans that record is locked in darkness—and it will remain obscure until a lot of very hard work is done to overcome the nonfeasance of the communicators who stand between business and the public.

"You don't need me, do you?"

Essentially, the obscurity of the business scene to outsiders is a price exacted by the concentration of effort—itself the mainspring of modern progress. Unless this price is balanced by conscious, effective communication across the barriers of specialization, then incoherence will overtake efficiency.

Managers already understand this challenge in so far as it applies to life inside a corporation; they need to extend to public relations the practices they use internally. Within the corporation, top managers are less and less inclined to view themselves as the prime fonts of judgment, decision, and policy. The men at the top are more and more concerned with encouraging horizontal flows of information among the parts of the organization so that the left hand will know when the right hand's thumb is in a wringer.

Observing Great Britain, where this modern kind of management has evolved less rapidly than in the U.S., Antony Jay, an analyst of corporate behavior, has drawn a vivid contrast between the old and the new kinds of management. The old kind is hierarchical in attitude and practice. It reveals itself, says Jay, in statements like: "This memo must go through me" or "I must be notified before one of your staff comes here" or "If you want to talk to my subordinate then I must be present." The newer concept of organization, which Jay calls "cellular," is revealed by remarks like: "Why don't you go and put it to him yourself?" or "You don't need me at this meeting, do you?" or "Perhaps you'd better drop over and have a word with the marketing boys."

There are two important lessons about public relations to be drawn from the contrast between old and new styles of corporate coordination. The first is that business has failed to get over to the public the extent to which the new internal style now prevails. As Jay, along with some observers of U.S. business, has noted, many managers who actually behave in the new way continue to explain their organizations in the old, hierarchical way. This anachronism can be important because a significant part of the public's resistance to business is based on the belief that it operates, as it did fifty years ago, mainly by a chain of command, with all significant decisions made at the top. Today's employees resent a business image that casts them in the role of robots. And this repulsive image has been painted not only by intellectuals but by businessmen who use outdated concepts and vocabulary in explaining how they work.

Holtzman's pitch

At long last, the newer concept of management is beginning to trickle down to popular levels. The other day a baseball player, Ken Holtzman, was quoted on a sports page as referring with some bitterness to his former manager, Leo Durocher, in these terms: "The manager has a lot to do with the mental attitude of a ball club. His main job is communication. Today's type of ballplayer is a lot different from what it once was."

So is today's type of citizen different. And that's where the second lesson on an updated theory of business public relations comes in. Just as internal coherence between the parts of a corporation can no longer be mandated from the top down, so the relation between any corporation and its multiple "publics" must now be achieved through a flow of information and persuasion. No large number of today's citizens is going to accept slavishly the business community's judgment on a matter of public economic policy. If business has a case, it will have to argue it. The degree of public acceptance will depend largely on business credibility—i.e., on reputation.

What this indicates is that the foundation of a sound business public-relations policy lies in recognition of *the public need for an understanding of business.*

The italicized phrase is not the same as "the public's right to know," which is now stridently and loosely asserted in some journalistic quarters. A few public rights to corporate disclosures have been formulated in recent decades by the SEC and other bodies. Many more rights will be formulated, notably in the field of consumer protection. But a "right" in this sense takes a while to harden to the point where it can be clearly defined and legally tested against other rights, such as privacy.

Meanwhile, the *need* for public understanding is now urgently present and cannot wait upon the evolving definition of rights. Nor should this need to be thought of as a public interest competing against a business interest. It is business itself that most desperately needs public understanding of business. Candidly, most of the public is not stirred by any conscious need to know more than it thinks it does about business. The need, which is real, has to be sold to the public.

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This situation is not without precedent. The history of American business for a hundred years has followed a pattern of discerning real needs, making people aware of them, and then fulfilling them. What has been done for soap and toothpaste and automobiles can also be done for an intangible and presently unrecognized need: public understanding of the business system.

Horn blowing isn't enough

Starting from the need for public understanding, let's look at some current business public-relations practices.

Corporations are not coy about calling attention to their products, nor timid when it comes to celebrating those achievements that can be represented on the famous "bottom line" of their reports. But in these—and many other—cases of corporate horn blowing the message is highly concentrated on narrow targets. Selective self-praise isn't the same as explanation.

Concentrated action always runs the risk of undesirable peripheral consequences. A corporation, for example, may design a merchandising campaign for a certain product toward the rational goal of maximizing sales in a short span of time. The most effective means to that goal may "oversell" a lot of customers who will later think they were promised more than they got, a reaction that will have peripheral effects on subsequent sales of that product, on other products of the company, and on the general public reputation of business.

Or a corporation, concentrating on the investing public and the securities analysts, may boast in a year-end statement that it had increased its earnings by 33 percent. In fact, its earnings may have risen from 3 percent of sales to 4 percent, still meager by historical standards. Stress on the 33 percent increase is the "best" way of presenting the case to investors. But other publics overhear this communication. When headlines say, "QED Corp.'s Profit Up 33%," a lot of people get a mistaken impression of what has happened, and George Meany will find a resounding public echo when he speaks of the "unconscionable profits" received by corporations.

A keener appreciation of the need for public understanding of business would require a more rounded attention by companies to the peripheral effect of their communications.

The secrecy syndrome

The same principle applies—emphatically—to corporate noncommunication, or secrecy. In many companies a given piece of information will not be disclosed if any department, intent on its own area of responsibility, can think of a reason for not releasing it.

Professional communicators concerned with business get a lot of help from corporations. Still, what they get is about 1 percent of the help they need. Nor would a hundredfold improvement in the quality of corporate communication necessarily entail a comparable increase in volume or costs. Much of the information emanating from corporations is just hot air. Every Thursday afternoon for years the editorial office of FORTUNE has received by private messenger mimeographed handouts from a certain big corporation. Frequently, the information therein has already appeared in the daily press. Often, the information has no immediacy and could have been delivered, without spoilage, by third-class dogsled. Nobody here can remember when this weekly visitation was last useful in any way.

As a group, business journalists, a tiny subspecies of the genus communicator, are not hostile to business. Yet no month passes in the work of a business journalist without his encountering some grotesque and enraging instance of corporate noncommunication with the outside world. He finds huge public-relations departments that are not trusted by their top managements with information that ought to be publicized. He finds financial vice presidents who react to questions about the taxes their corporations pay as if the inquiry had been directed to the sex life of their mothers.

He finds, above (or beneath) all, the legal counsel of great corporations; some of them could not be more defensive, more evasive, more secretive, if their client were the Mafia. Many corporation lawyers will prevent a disclosure if they can imagine its hostile employment in any contingency, however remote, by the Antitrust Division or Ralph Nader or the SEC or a competitor or a union or women's liberation. Since lawyers are trained to imagine future trouble, this legal filter can inhibit a lot of information. It can also suggest—even to communicators who are friendly to business and relatively knowledgeable about it—that so much determination to conceal might indicate that something wrong is being concealed.

Business journalists know that most chief executives are more candid about corporate affairs than are the people who usually deal with the press on a day-to-day basis. But this doesn't mean that more disclosure decisions should be handled at the corporate top. The quality of public relations, like every other function of a large corporation, is determined mainly by behavior of personnel other than top management. The responsibility of top management for improving public relations is in changing the corporate atmosphere in which public-relations decisions are made, whether at high levels or low. As long as management as a whole believes that the only "safe" disclosures, other than those required by law, are messages that give unstinting praise to the corporation or its products, so long will the day be postponed when the public understands and trusts business.

Neither goldfish bowl nor closet

Most specific public-relations decisions will involve difficult questions of balance among conflicting values. One of these values is the genuine need for privacy. Under today's conditions, corporate privacy cannot logically be derived—as many businessmen think it can—from the right of private property. A corporation that recruits its main assets, its employees, from the public education system, that resorts to public markets for capital, that sells in a national or international market, that pays out nearly half its earnings to government, really isn't much like a "private" individual trader.

Corporate privacy today has a different basis. The concentration of effort represented by a corporation (or by a government bureau or a research laboratory) does imply that those who

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work therein have a genuine need to be protected from continuous public view. As we now recognize, the second part of the slogan "open covenants openly arrived at" describes a disastrous pattern of diplomacy. Business efficiency would decline markedly if all competitors spent their time reading transcripts of one another's committee meetings. People involved in complicated work, especially if it includes the development of new ideas, require screening from the misunderstanding and ridicule that would ensue if every chance observer were allowed to look over their shoulders at all times.

Because the need for corporate privacy is genuine, the disclosure problem cannot be solved by saying, "We're going to operate in a goldfish bowl." Because the need for public understanding is also genuine, the problem cannot be solved by saying, "Put everything in the shredder." This kind of conflict, never to be finally settled, has to be worked out case by case and day by day.

At this point in time, however, it can be said that business—along with the Pentagon and the Vatican—tends to err on the side of disclosing too little rather than too much of what goes on inside them. In their public-relations policies, few contemporary institutions have caught up with the implications of Ken Holtzman's principle: the new type of ballplayer has to be informed, not commanded.

What's good for the Thessalonians

Throughout, this article has assumed that actual business behavior is not as bad as its public reputation holds it to be—a proposition that cannot be rigorously demonstrated. It may also be assumed that actual business behavior is not as good as it ought to be. What effect would an improved public-relations policy have upon the actual behavior of business? No effect, if by public relations we mean a mere front. But there's a well-known difference between improving one's looks by cosmetics and improving them by better health.

Suppose a company adopts a course of action, honestly believing it harmless or even beneficial to the public. Suppose it finds that this policy "looks bad" and is hard to explain. Instead of bulling ahead in the face of public disapproval, this might be the point to put more thought on the quality of the explanation. And if it still appears unlikely that the public can be persuaded that the policy in question is socially right, then perhaps the corporation should back off.

St. Paul, no cynic, was serious in his advice to abstain from the appearance of evil. Today's Americans are in a situation much more complex than that of the Thessalonians to whom Paul was writing. Among us, the appearance of evil can have morally destructive consequences proportionately greater than such actual evil as may be present. How much crime in the streets is connected with the widespread judgment that the business economy itself is a gigantic rip-off? The belief is erroneous. But it is there—and business must bear part of the responsibility for combatting the belief by prudent behavior that makes explanation less difficult.

There's a positive side to this point. On many topics that seriously engage public attention (e.g., the environment) the general business attitude appears defensive, almost sullen. One can sympathize with businessmen who are unjustly accused of environmental sins or subjected to sloppy regulations drafted in a punitive spirit. But sulking over drinks on the country-club veranda isn't going to improve the situation.

What's needed is more positive business leadership—in public statement and also in actual behavior. Everyone by now should recognize that the environment isn't going to be improved without a whole library of new statutes and other governmental rules. If business took a positive lead in this great change, instead of seeming to drag its feet, it might accomplish the following objectives: (1) condition its own middle managers to a more alert sensitivity to environmental factors; (2) improve the quality of environmental laws and their enforcement; (3) begin to persuade the public that business has, indeed, concerns that go beyond making goods and making money.

But in this and kindred questions the business public-relations policy must be real, not cosmetic. Irwin Miller, quoted at the beginning of this article, may be too quick in assuming that business gets the reputation it deserves. But he is profoundly right on the other side of the coin: mere image polishing won't work.

Is the summit too steep?

Business needs to look first at the aspects of its own practice that make it easy—nay, tempting—for the communicators to be unfair. Have products got a reputation lower than their actual quality merits? Some of this unjust reputation may be properly blamed on unreasonably high consumer expectations. Did lazily imprecise advertising have anything to do with the unreasonable consumer expectations?

More damage may be done by messages that business does not mean to send. Take the delicate matter of top executive compensation. The young—and not they alone—say they don't want to work in organizations where all the significant decisions are made at the top. Good, replies modern business. Organizations, it says truthfully, aren't like that nowadays. The pyramid of influence on the formation of policy has flattened; hundreds of people now have significant roles in shaping the corporate course. The chief executive officer, no longer a monarch, is now merely one voice among many.

But if that be true—and it is—why does the typical big business salary-and-bonus structure rise so steeply near the summit? If business has reason to complain that its public image is out of date, why are relative rewards within many managements scaled as if the chief executive officer were still a nineteenth-century boss, bearing in fact all the responsibilities of decision? Are the reluctant young entirely to blame when they resist joining organizations where nobody makes nearly as much money as he who has been anointed chief executive officer?

If business does a better job of cleaning up the messages, intended and unintended, that it sends, if it manages to explain more about what it does and how it works, society may trust business enough to let it have a highly significant share of leadership in tackling the huge tasks ahead. Otherwise, business, known mainly by its scandals and other samples of its pathology, will become less and less able to fulfill its mission. END

APPENDIX D

PRELIMINARY FRAMEWORK AND ADDITIONS

PRELIMINARY FRAMEWORK

SYSTEMS FOR MULTICULTURAL EDUCATION

TASK FORCE

Ronald Prescott - Administrative Coordinator
Miyoko Nakagiri - Consultant
Estela Peña - Consultant
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Margaret Walder - Clerical
Shirley Riggins - Clerical

Los Angeles Unified School District June 19, 1972

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FOREWORD

The 1971 session of the State Legislature passed AB 724 (Bagley) which, in essence, placed State Board of Education guidelines concerning racial imbalance into law. This Bill was signed by the Governor during December, 1971.

On March 6, 1972, the Los Angeles City Board of Education authorized the Superintendent to establish an Ad Hoc Staff Task Force which will develop a process by which the District could meet the requirements of AB 724.*

This document is the first response to the Board's directive. It is an informative report (to the Board) which outlines preliminary tasks and staff work being conducted to carry out the spirit and intent of the Board's Communication No. 1, dated March 6, 1972. This Report will indicate our present position, relative to preliminary organization and planning. More comprehensive studies of this vast and complex issue will be completed by September 30, 1972.

Throughout its studies and endeavors, the Staff Task Force will remember that the primary purpose of this District is the education of all children.

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* Sections 5002 and 5003 of the State Education Code

INTRODUCTION

Public education must vigorously focus on the basic educational goals of reading, writing, and arithmetic. In addition, the public schools must become instrumental in helping the child create and sustain a high self-concept, which permits and enables him to like himself and therefore, to like others; one that enables him to move, without constriction and undue fears, in positive ways toward others who may be different from himself in values, appearance, language, religion, or racial background.

The growing child in our culture today must learn certain human relations skills. In our rapidly changing world, these skills and attitudes are as essential as the basic skills of reading, writing, and arithmetic. The child in contemporary America must develop positive attitudes toward democracy--the social system to which he will contribute upon reaching adulthood.

Obviously, the above purposes of education are entirely consistent with our Constitution, the Bill of Rights, and the American system of Democracy. Equally obvious, the above purposes of education cannot be effectively taught or learned unless that educational system addresses itself to the realities of the multicultural nature of our society.

-Donald J. Leu

OVERVIEW OF PRELIMINARY PLANNING

Beginning May 15, 1972, the Task Force undertook a preliminary planning exercise in order to define its proposed area of operation and make an analysis of the resources and methods which we might use. Included in this planning were the following activities:

1. The Administrative Coordinator provided staff In-Service relative to task requirements.
2. The Administrative Coordinator participated in a four-day Equal Education Opportunities Conference (Portland, Oregon) directly related to this project.
3. The staff conducted a preliminary study and survey of existing materials.
4. As an outcome of the preliminary study and survey, the Task Force defined its preliminary thrust.
5. The Task Force consulted with the Systems Analyst to establish a PERT network for preliminary project planning and monitoring. The PERT network included four strands of operation. (Appendix)
6. Each staff member was assigned a strand to develop. (Appendix, Exhibit 1).
7. Each Task Force member authored a document on his assigned strand. (Part 2 - page 19)
8. The four documents became the narrative of the Management System. (Part 2 - page 18)

Beginning June 1, 1972, a second planning cycle was undertaken with the objective of identifying specific activities, each of which is designed to result in a useful product by September 30, 1972. All activities can be undertaken by the Task Force without exceeding its allocated resources.

Ten specific activities, most of which will be carried on concurrently, have been identified (see Activity Schedule, Part I-p.5) The details of each activity immediately follow the Activity Schedule. The results of this second planning cycle are the subject of Part I.

PART ONE

ACTIVITY SCHEDULE

ACTIVITY SCHEDULE

The first nine activities designated in the summary are designed to meet prerequisite needs relative to effective desegregation, integration, and multicultural education planning. Each activity, upon implementation, is designed to parallel the long range schedule.

The first nine activities are interwoven and will have impact upon activity ten (long range schedule).

Each of the first nine activities will have its own PERT system. The tenth activity is the Master PERT.

PROGRAM	OBJECTIVES BY SEPTEMBER 30	RESOURCES	PRIORITY
Reference library	File and file retrieval system for Distict and non-District experiences with desegregation and multicultural education	1 researcher	
"Testing ground" for piloting total multicultural experiences	Identification of four elementary and two junior high school sites; and prospectus for comprehensive multicultural education program	1 consultant	
High School Institute	Develop prospectuses for three high school institutes in different fields and locations	1 consultant	
Expansion of ongoing multicultural education programs	Identify existing District programs best suited for expansion and develop prospectus for expansion of each program	1 consultant	
Resource directory	Develop directory with at least 300 listings of persons and companies with multicultural education related skills, interests and resources	1 consultant	
Multicultural education curriculum compilation	Develop plan and required forms to: 1) survey all District teachers regarding multicultural education units 2) evaluate transportability and quality of each program 3) disseminate outstanding programs	1/2 consultant	
Multicultural education impact study (District use only)	Develop study design for assessing present impact of multicultural education in LAUSD and identify sources of funding for same	1/2 consultant	
Multicultural education proposal clearing house	Develop mechanism for soliciting, evaluating and assisting in the funding of multicultural education related programs and research studies	1/2 consultant	
Study Groups to develop plans for implementing Districtwide multicultural education programs and policies	After researching literature and identifying promising multicultural education programs, three Study Groups will be organized to analyze the programs and recommend policies that would encourage possible Districtwide implementation	1 consultant 1 researcher	
Long range schedule	Develop 5 year schedule of activities designed to meet the requirements of Sections 5002 & 5003 of the State Educ. Code. After schedule is adopted, construct a PERT network capable of monitoring the progress being made under schedule and allocating the required resources in a cost-effective manner.	1 systems analyst 1 consultant	

REFERENCE LIBRARY

PROBLEM

There are many persons throughout the District and other areas seeking information (data) on methods and implications of school desegregation. An equally large number of persons are gathering data on experiences with desegregation, integration, and multicultural education. Many efforts are being duplicated and a great deal of vital information is being lost.

POSSIBLE SOLUTION

Establish file and file retrieval system on multicultural education.

RESOURCES

One researcher (3 months)

TERMINAL OBJECTIVE

By September 30, 1972, a file and file retrieval system will be developed which will reference District and non-District experiences with desegregation and with multicultural education.

"TESTING GROUNDS" FOR PILOTING TOTAL MULTICULTURAL EXPERIENCES

PROBLEM

LAUSD is geographically set so that it is extremely difficult to implement total physical desegregation programs on a Districtwide basis. Until now, the results of this situation have shown that research and planning have essentially been limited to separate pilot efforts with different groups of students, teachers and parents being involved in each attempt. Because of this diversified effort, we have seldom generated total focus on one designated group of parents, teachers and students--and have achieved few definitive results.

POSSIBLE SOLUTION

Identify testing grounds of elementary and junior high schools upon which multiple efforts can be brought to bear.

RESOURCES

One consultant

TERMINAL OBJECTIVE

By September 30, 1972,a number of localities will have been identified in which administrators will have indicated a desire to participate in a series of multicultural experiences.

HIGH SCHOOL INSTITUTES

PROBLEM

Because of prevailing neighborhood segregation patterns in housing, many Los Angeles students have little opportunity to interact with students of different backgrounds who possess similar interests and career plans. All too often, this results in feelings that "none of them are anything like me."

POSSIBLE SOLUTION

Since many Los Angeles Unified School District students have completed virtually all of their graduation requirements by the end of their junior year in high school, it is completely practical for the District to develop special school units for twelfth grade students. These special units would accept students from all over the city with similar interests; would also provide these students with intensive experiences in areas in which the unit specializes. Facilities might be established for health occupations, data processing, theater, art, music, business, crafts, sports, and ecology.

RESOURCES

One consultant

TERMINAL OBJECTIVE

By September 30, 1972, detailed prospectuses for two such special interest facilities will have been completed.

RESOURCE DIRECTORY

PROBLEM

There are many District and non-District persons who would be eager to contribute their skills and time toward enriching the quality of education in Los Angeles through multicultural concept development. However, the background, expertise, and eventual contribution of most of these persons are essentially unknown at the present time. Additionally, as study groups and District planners become more involved with the problems of developing multicultural education work plans, they will have need for persons with different types of skills.

POSSIBLE SOLUTION

Organize a resource directory of persons in two categories:

(1) Professional experts willing to contribute their expertise for a fee.

(2) Persons possessing unique types of skills and willing to volunteer their ideas and time.

RESOURCES

One consultant

TERMINAL OBJECTIVE

By September 30, 1972, a directory with at least 300 listings will have been compiled. It will contain names, contact information (phone and address), skills, interests, available time, fee (if any), ethnicity and cultural background, and evaluation as to eventual usefulness.

EXPANSION OF EXISTING PROGRAMS

PROBLEM

Ethnic and cultural isolation, whether physical or conceptual, discourages and often entirely prevents cooperative interaction. Lack of interaction invariably denies opportunities for developing positive awareness and understanding among people with diverse backgrounds. As the 1971 racial and ethnic survey indicates, racial isolation exists in LAUSD.

POSSIBLE SOLUTION

To expand successful District activities that bring together students with different backgrounds and provide for conceptual desegregation.

RESOURCES

One consultant

TERMINAL OBJECTIVES

By September 30, 1972, the Task Force will identify and assess existing District programs pertinent to multicultural education. We will have developed prospectuses on those programs best suited for expansion.

MULTICULTURAL EDUCATION CURRICULUM COMPILATION

PROBLEM

Many staff persons have developed ideas on multicultural education with successful implementation. However, there is little coordination and sharing of these valuable ideas.

POSSIBLE SOLUTION

To make available information on successful multicultural programs.

RESOURCES

1/2 consultant

TERMINAL OBJECTIVE

By September 30, 1972, we will develop three plans for multicultural curriculum compilation:

1. A plan to survey all District staff to ascertain information on existing multicultural education programs (classroom).
2. A plan to evaluate all collected programs using criteria as defined in Part Two, page 24.
3. A plan to disseminate all programs Districtwide that meet the criteria.

MULTICULTURAL EDUCATION IMPACT STUDY (DISTRICT USE ONLY)

PROBLEM

Because of the cultural diversity of the Los Angeles student population, programs cannot be developed and implemented without consideration of individual area needs. As of today, there is no definitive needs-assessment relative to multicultural education.

POSSIBLE SOLUTION

Develop a study designed for District use only, to investigate the degree of awareness among students and staff related to cultural understandings.

RESOURCES

1/2 consultant

TERMINAL OBJECTIVE

By September 30, 1972, develop a study designed for assessing present impact of multicultural education in the Los Angeles Unified School District, and identify sources of funding for same.

MULTICULTURAL EDUCATION PROPOSAL CLEARING HOUSE

PROBLEM

There are many feasible and pertinent multicultural education program ideas and innovations that are not put into effect because necessary resources for implementation have not been identified.

POSSIBLE SOLUTION

Develop mechanisms for soliciting, evaluating and assisting in funding of those feasible programs, and promote implementation of significant programs.

RESOURCES

1/2 consultant

TERMINAL OBJECTIVE

By September 30, 1972, required forms for soliciting ideas will be developed. All possible funding sources will be located and implementation locations will be identified.

STUDY GROUPS TO DEVELOP PLANS FOR IMPLEMENTING DISTRICTWIDE MULTICULTURAL EDUCATION PROGRAMS AND POLICIES

PROBLEM

Political and financial constraints make it impossible for Los Angeles Unified School District to completely desegregate now. However, it is commonly recognized that there are activities which can be undertaken which will serve the purpose of paving the way for more comprehensive efforts later on.

POSSIBLE SOLUTION

After reviewing the literature regarding the prerequisite activities, identify some of the most promising, and organize study groups which can exhaustively evaluate each of them. The goal of the study groups will be to make recommendations which will support the implementation of identified programs on a Districtwide basis.

RESOURCES

One consultant, one researcher

TERMINAL OBJECTIVE

By August 1, 1972, at least three such study groups will be in operation. Each will be composed of a combination of teachers, administrators, students, and representatives of the community. Each of these groups will agree to submit a preliminary report of their findings to the appropriate division, no later than December 1, 1972, with final reports scheduled for delivery from each group, no later than February 2, 1973.

LONG RANGE SCHEDULE

PROBLEM

Section 5002 of the Education Code. "It is the declared policy of the Legislature that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall prevent and eliminate racial and ethnic imbalance in pupil enrollment".

POSSIBLE SOLUTION

Section 5003 indicates:

"(a) In carrying out the policy of Section 5002, consideration shall be given to the following factors:

(1) A comparison of the numbers and percentages of pupils of each racial and ethnic group in the district with their numbers and percentages in each school and each grade.

(2) A comparison of the numbers and percentages of pupils of each racial and ethnic group in certain schools with those in other schools in adjacent areas of the district.

(3) Trends and rates of population change among racial and ethnic groups within the total district, in each school, and in each grade.

(4) The effects on the racial and ethnic composition of each school and each grade of alternate plans for selecting or enlarging school sites, or for establishing or altering school attendance areas and school attendance practices.

PART TWO

NARRATIVE OF MANAGEMENT SYSTEM

(b) The governing board of each school district shall periodically, at such time and in such form as the Department of Education shall prescribe, submit statistics sufficient to enable a determination to be made of the numbers and percentages of the various racial and ethnic groups in every public school under the jurisdiction of each such governing board.

(c) For purposes of Section 5002 and this section, a racial or ethnic imbalance is indicated in a school if the percentage of pupils of one or more racial or ethnic groups differs significantly from the districtwide percentage.

(d) A district shall study and consider plans which would result in alternative pupil distributions which would remedy such an imbalance upon a finding by the Department of Education that the percentage of pupils of one or more racial or ethnic groups in a school differs significantly from the districtwide percentage. A district undertaking such a study may consider among feasibility factors the following:

(1) Traditional factors used in site selection, boundary determination, and school organization by grade level.

(2) The factors mentioned in subdivision (a) of this section.

(3) The high priority established in Section 5002.

(4) The effect of such alternative plans on the educational programs in that district.

In considering such alternative plans the district shall analyze the total educational impact of such plans on the pupils of the district. Reports of such a district study and resulting plans of action, with schedules for implementation, shall be submitted to the Department of Education, for its acceptance or rejection, at such time and in such form as the department shall prescribe. The department shall determine the adequacy of alternative district plans and implementation schedules and shall report its findings as to the adequacy of alternative district plans and implementation schedules to the State Board of Education. A summary report of the findings of the department pursuant to this section shall be submitted to the Legislature each year".

RESOURCES

One Systems Analyst, one Consultant, and one-half Administrative Coordinator.

TERMINAL OBJECTIVE

By September 30, 1972, a schedule of activities will be developed to incorporate all of the requirements indicated in Section 5003. After the schedule is adopted a PERT network will be constructed capable of monitoring the progress being made under the schedule and allocating required resources in a cost-effective manner.

NARRATIVE OF MANAGEMENT SYSTEM

Deliberations for determining the direction of our task will stem from the considerations listed below. All will require additional detailed staff work before specific proposals can be made:

A. Legal analysis of current legislation
B. Legal consideration for Los Angeles City Schools
C. Responsiveness to our changing socio-economic-political world
D. Clarification of purposes, goals, and values of public education
E. Educational program components
F. Analysis of existing programs
G. Short range and long range planning

A systematic approach to the design and consideration of programs is essential in successfully organizing and completing the task. As authorized in the Board Report of March 6, 1972, the Task Force is utilizing an expert in the field of System Analysis.

In a planning session with the Systems Analyst, Task Force members defined the tasks required in the preparation of our preliminary report and estimated how much time and manpower would be required to carry out each activity. The results of this planning are depicted in the appendix. This activity was undertaken for these reasons:

1. To familiarize members of the Multicultural Education Task Force with PERT and CPM techniques.
2. To determine the logistics and the time allotment necessary to establish our preliminary position.

As a result of this planning activity, individuals have been assigned to develop organization for each of the four basic modules. Herein is a description of the activities and plans of each unit.

INTERNAL AND EXTERNAL RESOURCE PLANS

Our community's future is dependent upon successfully furthering the cause and concept of multiracial and multicultural understanding. In order to have significant effects, multicultural programs and plans should be conceived in such a way as to encourage constructive responses and support for the schools from our District staff and community at large.

In order to elicit constructive criticism, questions and proposals must be presented in an atmosphere that indeed indicates District sincerity. The following will provide a preliminary plan of procedures for evoking constructive criticism and for receiving input from District personnel and the varied community at large.

In most instances, the Task Force staff will work directly with organizations in small group meetings, where meaningful dialogue is allowed to develop. Opinion surveys and questionnaires will be utilized to more thoroughly understand and assess the views of many people.

After initial contact has been made, it is our intent to establish Standing Resource Councils. Such groups will function as screening committees for Task Force planning and proposals.

The plans for involvement of external and internal resources can each be broken down into two tracks. As portrayed above, one calls for involvement of people in the District's task. To accomplish this, the External Resource Unit will contact the following, e.g.:

California State Department of Education (Bureau of Intergroup Relations)
Office of the County Superintendent of Schools (Los Angeles)
Other County Superintendents of Schools Offices
Western Regional School Desegregation Projects
University of California at Riverside
Representatives of community and civic organizations in Los Angeles

The Internal Resource Unit will contact organizations in the Los Angeles School District, e.g.:

Association of California School Administrators
Los Angeles Pupil Personnel Service Council
Los Angeles Unified School District Classified Groups
Los Angeles Professional Educators Groups
Area Offices
Other Task Force Staffs and Directors of existing programs
The Mexican-American Education Commission
The Black Education Commission
The Asian-American Education Commission

The second track calls for the collection of written data. We will obtain data pertinent to desegregation, integration, and multicultural education.

The Internal Resource Unit will collect data from all schools of the District. Information will also be gathered from Task-related programs, e.g.: Education Services, Federally Funded Programs, Continuing Education Programs, C.C.E.M., Office of Urban Affairs, etc.

The External Resource Unit will collect data from the Office of Health, Education and Welfare; the State Department of Education; the office of the Los Angeles County Superintendent of Schools; also, school districts involved in desegregation, such as Berkeley, Riverside, San Francisco, and Oakland. These agencies will suggest other primary sources, i.e., other school districts and/or organizations involved in desegregation, integration, and multicultural education.

In-depth studies of pertinent programs in other districts would necessitate first-hand observations.

Education Research Information Center (ERIC) will be searched with a review of selected individual documents. As written material is received, it will be analyzed by the Research Unit (outlined in the Research Plan). Inventories of human resources and written data will expand as additional sources are identified.

The Internal and External Resource Plans will parallel each other in intent, and will often overlap in design. Each will address itself to the collection of data, and the involvement of people.

RESEARCH PLAN STRUCTURE

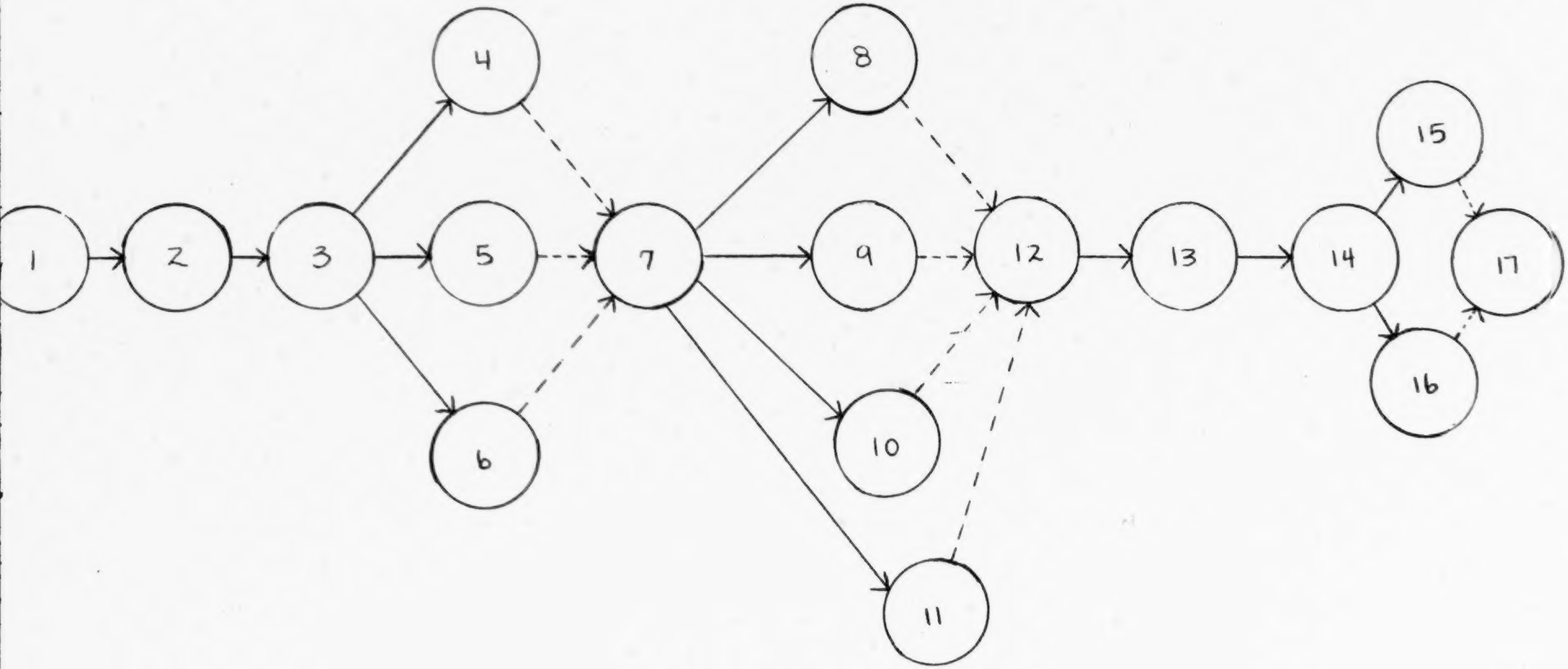
The Research Plan will require the collection of data relative to desegregation, integration and multicultural education. That data will be derived from an analysis of the legal requirements and information gained through the Internal and External Resource Units. The procedure for processing of this material will involve note-taking, abstracting, and summarizing from primary and secondary source data.

The delimitation of questions and formulation of hypotheses will be developed after assessing the legal requirements, the Internal Resource Unit and External Resource Unit.

The data summary will include interpretation and conclusions drawn from the collected data and based on the needs assessment that will evolve from the internal, external and legal determinations. The framework for the assessment will be criteria established by Systems for Multicultural Education in relationship to requirements and constraints of this School District.

Level 0	Level 1	Level 2	Level 3
Research Project	Problem Statement	Delimitation Questions and Hypotheses	
	Data Collection	Procedures	Note-Taking System Abstract Procedures Document Sources
		Source Material and Evaluation	Primary Sources Secondary Sources External Criticism Internal Criticism
		Data Summary	Interpretation Conclusions
	Documentation		

Sample Network for Research
on
Multicultural Education



Event Identification

1. Start Project
2. Complete Problem Statement
3. Complete Question and Hypotheses
4. Complete Note System
5. Complete Abstract System
6. Complete Document Sources Identify
7. Start Source Material and Evaluation
8. Complete Primary Sources
9. Complete Secondary Sources
10. Complete External Criticism
11. Complete Internal Criticism
12. Start Interpretation
13. Start Conclusion
14. Complete Conclusions
15. Complete Narrative
16. Complete Bibliography
17. Project End

CRITERIA FOR ANALYSIS

a. Educational Goals, Purposes

b. Legal Requirements (Desegregation and Fiscal)

c. Responsiveness to a Changing Socio-Economic-Political World

d. Compatibility to a Multiplicity of Value Orientations

e. Cost Implications

f. Politically Acceptable

g. Efficiency and Effectiveness

h. Responsive to Community Needs

Evaluation Profile - Composite Score*

Sample	0	1	2	3	4	5	6	7	8	9	10
High School Institute								x			

* Composite Scores are derived from combining scores on criteria a - h and then averaging the scores. The illustration is included to depict a process. To minimize subjectivity involved in the scoring process, the Research Plan will provide definitions for the criteria.

RESEARCH PLAN GLOSSARY

Note Taking System

Documents

Tapes

People

Statement of report to include: TADAF

Title
Author
Date
Abstract
Filed under subject heading

-Abstract procedures-

Highlights and significance of document

Methods used by author

Conclusions drawn by author

Primary Source - An original source, statement or person supplying information and data, example, "Berkeley Plan for Desegregation."

Secondary Source - A source which is derived from or subordinate to a primary source, example, "RAND seminar referring to Berkeley Plan."

External Criticism - Determine authenticity of document or article.

Internal Criticism - Evaluate the accuracy and worth of data presented.

Interpretation - Researcher gives explanation, translation or understanding in a short statement.

Conclusions - The outcome of inferences and deductions relative to multicultural programs.

LEGAL ANALYSIS

(Now in process)

The preceding report has outlined a scheme of preliminary planning and organization. This preparation has been done so that the Task Force can operate efficiently and effectively during the summer months toward recommending proposals, programs and activities. We will be prepared to make a final report of our findings and conclusions by September 30, 1972.

Relative to the Bagley legislation, we will delineate the following:

1. A sequence of events
2. Identification of tasks with specific recommendations
3. An assessment of costs for implementation of proposals and recommendations
4. Recommendations for expansion of feasible programs currently in existence in the District
5. Recommendations for immediate implementation of feasible new programs
6. Identification of staff required to complete tasks
7. Module evaluation and total project evaluation

Because of children we exist. All children should feel that their world is unique because they are part of it.

APPENDIX

SDC SYSTEM DEVELOPMENT CORPORATION
2500 Colorado Avenue, Santa Monica, California 90406

May 15, 1972

INTERPRETATION OF RESULTS OF INITIAL PERT ANALYSIS PLANNING ACTIVITY

This paper contains a brief summary of the results of the initial PERT analysis planning activity. This activity was undertaken for two reasons:

1. To familiarize members of the Multicultural Education Task Force with PERT and CPM techniques so that they could objectively decide whether the benefits of using this type of system as a project planning and monitoring tool justify the costs involved in constructing and maintaining the networks.

2. To determine how much time would be required to carry out the activities required to prepare the preliminary report to be presented to the Los Angeles City Board of Education.

In a two-hour planning session held last week, key task force members defined the tasks required in the preparation of the preliminary report and estimated how much time (in calandar days) and how much manpower would be required to carry out each activity. The results of this planning session are depicted in the network designated as Exhibit 1.

I then took the information in Exhibit 1 and converted it to machine readable form. The data was then submitted to System Development Corporation's On-line PERT Analysis System which, in less than 2 minutes, produced the information contained in Exhibit 2, Initial PERT Analysis. Three types of reports were generated by the system. The first is called the Critical Path Summary. This shows the amount of slack (free time) available within each path comprising the network. As can be seen, the path with the least slack is path 0-1-5-9 which describes the process by which persons representing local businesses, federal and state agencies community organizations, and other school districts are involved in the Task Force's work. Since this path has no slack within it, it is called the "critical path," and this means that if work anywhere within this path should exceed the allocated amounts of time, the entire project will be delayed.

The second report produced is the Activity Summary Table. This report calculates the total amount of time required for the project, and it then shows, for each activity, the earliest and latest times that each activity can begin and end. All times reported by the system are given in terms of working days. Thus, when the report lists the "earliest stop time" for the last activity as being 25.0, it means that the computer has calculated that this project will require a minimum of 25 working days, and that this minimum can only be achieved if the schedule listed in this report and in the report below are adhered to.

The final report in the preliminary analysis is the Activity Bar Chart. This chart shows, in histographic form, when each activity must begin and end if the schedule is to be adhered to. An "X" anywhere on the chart shows the earliest periods of time during which an activity can be carried out; the "-" marks show slack. As long as the slack period is not exceeded, the original time estimate can be met.

At this point a supplementary analysis was made. This analysis used another feature of the System Development Corporation's On-line PERT Analysis System, that of "manpower limiting". What this feature allows the system to do is take into account specific manpower limits which may be available to a project manager for a given segment of a job. In this case, the Task Force is limited to four professional persons, plus a limited amount of consultant help, until July 1, 1972. Therefore, the system was instructed to recompute the initial analysis in such a manner that the entire job could be done by only four professional persons. The recalculations were made and the results are shown in Exhibit 3. The first report on this page shows the numbers of persons which will be required at different points in the project. As can be seen, the manpower needs in the "after reallocation" table never exceed 4 persons; whereas in the "before reallocation" table, up to 9 persons were required on certain days. Again, all time periods shown in the tables denote manpower days, and the number of persons required on those days are contained in the column labled "RES. USED" (resources used).

A price must be paid for cutting down from up to 9 persons to a maximum of 4 persons. The price is paid in time. The second report on the page, the Allocation Bar Chart, shows the revised schedule which must be adhered to if 4 persons are to complete the job in the minimum amount of time. As also can be seen from the chart, this minimum amount of time has now increased to 29 working days.

In next week's computer run, modifications will be made in the PERT network to depict this new time schedule. At the same time, corrections will be made if activities scheduled for this week are completed ahead of schedule, or if they are running late. On the basis of this information, a new series of reports will be generated which will show the new status of the project. In a similar manner, additional modifications and corrections will be introduced in following weeks as the situation dictates.

Steven Frankel, Ed.D.
Senior Systems Analyst

Exhibit 1 - Initial PERT Analysis

May 15,1972

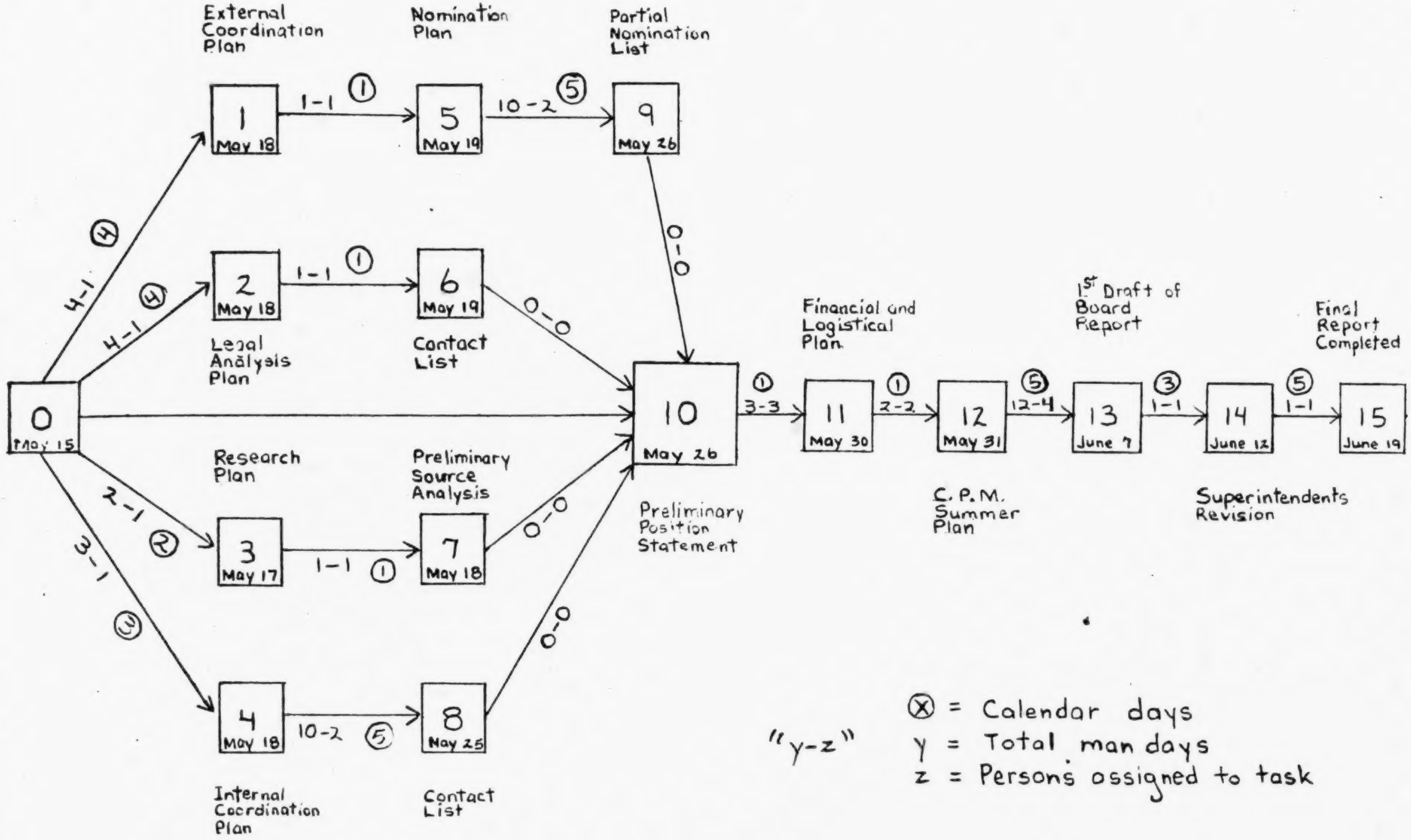

External Coordination Plan
Nomination Plan
Partial Nomination List
1 May 18
1-1 ①
5 May 19
10-2 ⑤
9 May 26
4-1 ④
2 May 18
1-1 ①
6 May 19
Legal Analysis Plan
Contact List
0-0
0-0
0 May 15
4-1 ④
10 May 26
Financial and Logistical Plan
1st Draft of Board Report
Final Report Completed
① 3-3
11 May 30
① 2-2
12 May 31
⑤ 12-4
13 June 7
③ 1-1
14 June 12
⑤ 1-1
15 June 19
Research Plan
Preliminary Source Analysis
2-1 ②
3 May 17
1-1 ①
7 May 18
0-0
Preliminary Position Statement
C.P.M. Summer Plan
Superintendents Revision
3-1 ③
0-0
4 May 18
10-2 ⑤
8 May 25
Internal Coordination Plan
Contact List
"y-z"
ⓧ = Calendar days
y = Total man days
z = Persons assigned to task

Exhibit 2 - Initial PERT Analysis

```
                    CRITICAL PATHS SUMMARY
       SLACK=  0.0 :   0   1   5   9  10  11  12  13  14  15
       SLACK=  2.0 :   0   4   8  10
       SLACK=  5.0 :   0   2   6  10
       SLACK=  6.0 :   0   3   7  10
       SLACK=  6.0 :   0  10

                     ACTIVITY SUMMARY TABLE

ACTIVITY  DURATION  EARLIEST  EARLIEST  LATEST  LATEST  TOTAL  FREE
  LIST      TIME     START     STOP     START    STOP   SLACK  SLACK
                     TIME      TIME     TIME     TIME


  0-  1     4.0       0.0       4.0      0.0      4.0    0.0    0.0
  0-  2     4.0       0.0       4.0      5.0      9.0    5.0    0.0
  0-  3     3.0       0.0       3.0      6.0      9.0    6.0    0.0
  0-  4     3.0       0.0       3.0      2.0      5.0    2.0    0.0
  0- 10     4.0       0.0       4.0      6.0     10.0    6.0    6.0
  1-  5     1.0       4.0       5.0      4.0      5.0    0.0    0.0
  2-  6     1.0       4.0       5.0      9.0     10.0    5.0    0.0
  3-  7     1.0       3.0       4.0      9.0     10.0    6.0    0.0
  4-  8     5.0       3.0       8.0      5.0     10.0    2.0    0.0
 10- 11     1.0      10.0      11.0     10.0     11.0    0.0    0.0
  5-  9     5.0       5.0      10.0      5.0     10.0    0.0    0.0
  6- 10     0.0       5.0       5.0     10.0     10.0    5.0    5.0
  7- 10     0.0       4.0       4.0     10.0     10.0    6.0    6.0
  8- 10     0.0       8.0       8.0     10.0     10.0    2.0    2.0
 11- 12     1.0      11.0      12.0     11.0     12.0    0.0    0.0
  9- 10     0.0      10.0      10.0     10.0     10.0    0.0    0.0
 12- 13     5.0      12.0      17.0     12.0     17.0    0.0    0.0
 13- 14     3.0      17.0      20.0     17.0     20.0    0.0    0.0
 14- 15     5.0      20.0      25.0     20.0     25.0    0.0    0.0



                      ACTIVITY BAR CHART


  ACT.      DUR.    0  3  6  9  12 15 18 21 24 27 30 33 36 39 42 45 48
                    **************************************************
  0-  1     4.0     .XXXX .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  0-  2     4.0     .XXXX-----  .  .  .  .  .  .  .  .  .  .  .  .  .
  0-  3     3.0     .XXX------  .  .  .  .  .  .  .  .  .  .  .  .  .
  0-  4     3.0     .XXX--.  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  0- 10     4.0     .XXXX------ .  .  .  .  .  .  .  .  .  .  .  .  .
  1-  5     1.0     .  . X.  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  2-  6     1.0     .  . X----- .  .  .  .  .  .  .  .  .  .  .  .  .
  3-  7     1.0     .  .X------ .  .  .  .  .  .  .  .  .  .  .  .  .
  4-  8     5.0     .  .XXXXX-- .  .  .  .  .  .  .  .  .  .  .  .  .
 10- 11     1.0     .  .  .  . X.  .  .  .  .  .  .  .  .  .  .  .  .
  5-  9     5.0     .  .  XXXXX .  .  .  .  .  .  .  .  .  .  .  .  .
  6- 10     0.0     .  .  X---- .  .  .  .  .  .  .  .  .  .  .  .  .
  7- 10     0.0     .  . X----- .  .  .  .  .  .  .  .  .  .  .  .  .
  8- 10     0.0     .  .  .  X- .  .  .  .  .  .  .  .  .  .  .  .  .
 11- 12     1.0     .  .  .  .  X  .  .  .  .  .  .  .  .  .  .  .  .
  9- 10     0.0     .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
 12- 13     5.0     .  .  .  .  .XXXXX.  .  .  .  .  .  .  .  .  .  .
 13- 14     3.0     .  .  .  .  .  .  XXX.  .  .  .  .  .  .  .  .  .
 14- 15     5.0     .  .  .  .  .  .  .  XXXXX .  .  .  .  .  .  .  .
```

Exhibit 3 - Initial PERT Analysis With Resources Reallocated So That No More Than Four Professional-Persons are Required

```
                    ALLOCATION SUMMARY


     TIME     RES.                       TIME     RES.
     PER.     USED                       PER.     USED
      1   8    4                          1   3    8
      9   9    3                          4   4    9
     10  10    2                          5   8    4
     11  14    4                          9  10    2
     15  15    3                         11  11    3
     16  16    2                         12  12    2
     17  21    4                         13  17    4
     22  29    1                         18  25    1
```

After Reallocation   Before Reallocation

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                         ALLOCATION BAR CHART

 ACT.        DUR.    0  3  6  9 12 15 18 21 24 27 30 33 36 39 42 45 48
                     *************************************************
  0-  1      4.0     .XXXX .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  0-  2      4.0     .XXXX .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  0-  3      3.0     .XXX  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  0-  4      3.0     .XXX  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  0- 10      4.0     .  .  .  . XXXX.  .  .  .  .  .  .  .  .  .  .  .
  1-  5      1.0     .  . X.  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  2-  6      1.0     .  .  .  X  .  .  .  .  .  .  .  .  .  .  .  .  .
  3-  7      1.0     .  . X.  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  4-  8      5.0     .  .XXXXX.  .  .  .  .  .  .  .  .  .  .  .  .  .
 10- 11      1.0     .  .  .  .  .  X  .  .  .  .  .  .  .  .  .  .  .
  5-  9      5.0     .  .  XXXXX .  .  .  .  .  .  .  .  .  .  .  .  .
  6- 10      0.0     .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  7- 10      0.0     .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
  8- 10      0.0     .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
 11- 12      1.0     .  .  .  .  .  .X .  .  .  .  .  .  .  .  .  .  .
  9- 10      0.0     .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .  .
 12- 13      5.0     .  .  .  .  .  . XXXXX  .  .  .  .  .  .  .  .  .
 13- 14      3.0     .  .  .  .  .  .  .  .XXX  .  .  .  .  .  .  .  .
 14- 15      5.0     .  .  .  .  .  .  .  .  .XXXXX.  .  .  .  .  .  .
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DEFINITION OF TERMS

Bagley, William T.	Republican Assemblyman from Marin County who authored AB 724 which has been adopted into the State Education Code, Sections 5002 and 5003.
PERT	Program Evaluation and Review Technique a. Project management information system b. Project planning and monitoring tool
CPM	(Critical Path Method) The longest path through the PERT network. That sequence of events as shown on the PERT chart that has the least amount of slack time (free time).
Segregation	In schools this refers to the voluntary or involuntary distribution and separation of pupils and/or staff into different facilities on the basis of race, religion, ethnic membership or socioeconomic standing. Segregation may be "de facto"--in-fact separation generally the result of residence patterns; "de jure"--by law.
Racial Imbalance	According to State regulations, a racial or ethnic imbalance is indicated in a school if the percentage of pupils of one or more racial or ethnic groups differs significantly from the districtwide percentage. A significant difference exists when the school percentage of any racial or ethnic group, including the majority group in the district, is less than half or more than double the districtwide percentage of the same group.
Desegregation	The deliberately planned and implemented process whereby pupils and staff of different racial, religious, ethnic or socioeconomic backgrounds are placed in the same educational facility. Desegregation may be facilitated by means of school pairing, educational parks, redrawing boundary lines, bussing, etc. Care must be taken not to confuse desegregation with integration, an entirely different concept.

(Continued)

Integration	This is a term that formerly meant more or less the same as assimilation of the minority group by the majority group, thereby creating a single cooperating social unit. In schools and other institutions attempts at integration usually resulted in accommodation of the minority to the majority. Integration now commonly refers to an environment which values differences as well as similarities of the people making up a school or other social unit. It is the attempt to foster cooperation among people with different experiences in social treatment, different cultures, different incomes and different degrees of power. In this sense it goes far beyond desegregation and is more akin to pluralism.
Intergroup Relations	When a school system moves from de facto segregated education through desegregation and into integrated multicultural education, there are serious issues for school administrators and staff to cope with. Therefore, the more informed they are on these issues, the less likely they are to have their problems compounded in an integrated, multicultural, educational environment. The problem for intergroup educators then becomes: What kinds of issues are important and how best to discuss them with staff towards furthering their effectiveness in preparing for, and carrying out multicultural education programs within a desegregated educational environment. The task of Intergroup Relations is to develop integrated educational systems via multicultural programs, in partnerships with staff and community.
Multicultural Education	A system of integrated education which better prepares youth to function effectively in a changing society by providing through education the ability to diagnose, treat, and adjust to problems caused by pluralistic living. This is accomplished by focusing on both the cognitive and affective areas of learning and utilizing the total learning experience the youth brings to the school and the experiences offered to youths under the joint leaderships of school and community.

(Continued)

Human Relations Skills	Skills necessary for positive interaction and problem resolution between people.
Pluralism	A state of society in which members of diverse ethnic, racial, religious, or social groups maintain participation in and development of their traditional culture or special interest within the confines of a common civilization.
Ethnic Group	A group of people racially or historically related, having a common and distinctive culture, as a Chinese or Mexican-American community in a large American city.

ADDENDUM

COMMUNITY INVOLVEMENT PLAN

PROBLEM

When planning activities which encompass the School District and its educational process, it is encumbent upon District staff to involve parents and the community. The complex issue of drawing guidelines to meet the requirements of current legislation must have a well-designed plan for achieving parent and community participation. Said legislation includes: (1) California State Education Code, Sections 5002 and 5003, (2) Title VII Emergency School Aid Act, and (3) The Proposed Equal Education Opportunities Act.

At this time, there are many activities throughout the District directed toward community involvement; these need to be referenced, and a specific plan needs to be designed for involving the community in the area of multicultural education.

POSSIBLE SOLUTION

Design a structure to accommodate and encourage community involvement, including considerations of current and projected constraints as designated by the District, State and Federal agencies.

RESOURCES

One consultant

TERMINAL OBJECTIVES

By September 30, 1972, identify District directors (e.g., Title I Advisory Councils, Board of Education Community Affairs Committee, Community Advisory Councils, P.T.A.) who should be considered in organizing a viable parent and community involvement group. After identifying these directors, make provisions on the Master PERT for all required participants to confer and to structure a method for involving the parents and community in this operation.

OUTSIDE FACTORS PLAN

PROBLEM

Research indicates that there are many factors outside the school environment which have an effect on the academic achievement and ethnic interaction of our students. These factors need to be identified and their attendant impact inventoried.

POSSIBLE SOLUTION

Develop a method to identify the factors outside the school environment which have an effect on the academic achievement and ethnic interaction of our students. Upon identification of said factors, design a plan to develop school programs so that all activities of the school can be implemented with these considerations.

RESOURCES

One consultant

TERMINAL OBJECTIVES

By September 30, 1972, in conjunction with System Development Corporation, design a plan for a Delphi Study which will systematically obtain the judgment of informed persons on the impact of a full range of outside factors on academic achievement and ethnic interaction of students in Los Angeles City School District.

By September 30, 1972, make provisions on the Master PERT indicating the sequence of events and resource requirements necessary for accomplishing the Delphi Study.

INFORMATION DISSEMINATION MODULE

PROBLEM

The District will be concerned with many innovative concepts relating to multicultural education.

In order to maintain both currency and accuracy of information in this area, the Task Force will need to establish an information dissemination module.

POSSIBLE SOLUTION

Design a plan to disseminate information pertinent to multicultural education to District personnel and the general public--via existing District information outlets. In addition, the module should maintain and make available to District personnel and the general public a Multicultural Education Resource Information Center.

RESOURCES

One consultant

TERMINAL OBJECTIVE

By September 30, 1972, make provisions on the Master PERT that will delineate activities and events necessary to establish an Information Dissemination Module.

ED 072143

SYSTEMS FOR MULTICULTURAL EDUCATION

PLANNING FRAMEWORK

SUMMARY

Ad Hoc Staff Task Force

Ronald Prescott, Coordinator
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Bonnie Ray James, Adviser
Joan B. Midler, Researcher
Miyoko Nakagiri, Adviser
Estela Peña, Adviser
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Dr. Steven Frankel, Senior Systems Analyst

Board of Education

Dr. J. C. Chambers, President
Mr. Philip Bardos
Dr. Robert Docter
Mr. Richard Ferraro
Dr. Georgiana Hardy
Dr. Julian Nava
Dr. Donald Newman

Dr. William J. Johnston
Superintendent of Schools

Los Angeles Unified School District

October 1972

013178

A SUMMARY OF THE CHARACTERISTICS
OF
MULTICULTURAL EDUCATION

Multicultural education is an educational experience which reflects and embodies the diverse nature of our society. The results of this educational experience are an internalized respect, appreciation, and therefore acceptance of one's own culture and of cultures different from his own.

1. Multicultural programs better prepare youth to function in a changing society by providing them the ability to diagnose and treat cultural misunderstanding and prejudice.

2. Multicultural programs maintain individuality and preserve cultural and ethnic identities, while promoting equal opportunity and social cooperation.

3. Multicultural programs focus on cognitive and affective areas of learning, utilizing the total learning experience the youth brings to school, and the experiences offered to the youth under the joint leadership of school and community.

4. Multicultural programs provide opportunities designed to facilitate positive interaction among students of varying ethnic and cultural backgrounds.

5. Multicultural programs reflect the diverse nature of the total student population.

6. Multicultural programs provide for the acceptance of differences and reciprocity of cultural values, while maintaining social relations without dominance of one group over another.

7. Multicultural programs provide opportunities to develop knowledge of and respect for the rights, privileges, and responsibilities of everyone in our society.

8. Multicultural programs provide opportunities for students to know what persons of their cultural and ethnic groups have contributed to mankind through the years, as well as what they are contributing to today's society.

9. Multicultural programs provide cultural and racial cooperation through processes of education and actual experiences.

10. Multicultural programs provide opportunities for the individual to choose to adapt to the practices of his own life those cultural traditions and expressions of his group he considers most appropriate for himself, and also adopt cultural expressions of other groups that may suit his personality and values (cultural synthesis).

-written and compiled by staff members of the
Multicultural Education Task Force, 1972

SYSTEMS FOR MULTICULTURAL EDUCATION
PLANNING FRAMEWORK

SUMMARY

INTRODUCTION

Reference to main document

In our rapidly changing society, intergroup relations skills are as essential for living as are the basic skills of reading, writing, and arithmetic.

Teaching a child to value his heritage and that of others is entirely consistent with the American system of democracy. An educational system cannot claim to orient students towards a democratic form of government unless that educational system addresses itself to the unvarnished realities of the multicultural nature of our society.

The more diverse, complex, and varied the cultures that comprise this society, the more broad, unusual, and unique must be the educational opportunities for the individual. These varied opportunities will enable the individual to better comprehend and fulfill his role as a participant in the diverse society. The need for broader educational opportunities has become increasingly evident as time and space have been condensed. Individuals need more opportunities to participate with, understand, and relate to persons of other backgrounds. It is through increased communication, a greater exchange of ideas, a fuller appreciation of differences, and a broader understanding of our society that a higher educational and intellectual level is attained.

LEGISLATIVE REQUIREMENTS

Reference to main document

The need has been recognized by the United States Congress, the California State Legislature, and the Los Angeles City Board of Education:

The 92nd Congress of the United States stated in Public Law 92-318 (June 23, 1972):

Appendix A

> "In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation."

The 1971 Session of the California State Legislature passed AB 724 which, in essence, places State Board of Education guidelines concerning racial isolation into law (Sections 5002-5003 of the State Education Code). This Bill was signed by the Governor during December, 1971.

Appendix A

On March 6, 1972, the Los Angeles City Board of Education authorized the Superintendent to establish an Ad Hoc Task Force which would develop a process by which the District could plan to meet the requirements of Sections 5002 and 5003 of the State Education Code (AB 724). The document, Systems for Multicultural Education Planning Framework, is in response to the Board's directive. A plan is outlined by which the District can meet the requirements of Sections 5002 and 5003 of the State Education Code while providing exemplary educational experiences for students

Reference to main document

with many varying backgrounds. All activities suggested are structured so as also to meet the requirements of federal support programs including:

- E.S.A.A. (Emergency School Aid Act)
- The proposed E.E.O.A. (Equal Educational Opportunities Act of 1972)
- The Ethnic Heritage Studies Act (PL 92-318)
- Parts A and D of the Vocational Education Act Amendment of 1968
- Title III of the Elementary and Secondary Education Act
- Title IV of the Civil Rights Act of 1964

Pertinent Legislation, Appendix A

PROPOSED ACTIVITIES

The activities outlined for immediate and future implementation together constitute a comprehensive five-year plan by which maximum impact can be achieved cost-effectively in a minimal amount of time. Problems underlying each suggested activity have been identified, tentative time schedules have been suggested, and resources--both internal and external to the District--have been recommended for the planning and implementation phases of each activity. In addition, the types of community interaction suggested for each activity have been described. A support system for managing the development and implementation of these activities has been outlined. Pilot program plans have been suggested for immediate implementation, to serve as models and to provide a data base for further research.

See Section II, Outlines of Suggested Activities, pp. 9-117, for time schedules, resources, and community involvement.

Pilot programs are described in Part C, pp. 119-295

Following are the activities outlined in the Framework:

Reference to main document

Programs

1. Expand presently existing District programs which provide opportunity for multicultural education experiences. Programs suggested for expansion include the Area Program for Enrichment Exchange (APEX), Program for Intergroup Enrichment (PIE), Permits With Transportation (PWT), Summer Enrichment Exchange Program (SEEP), and the Outdoor Education Camp Program.

Expansion of Existing Programs
Outlines pp. 13, 15, 17, 19, 25
APEX, pp. 147-164
PIE, pp. 139-145
PWT, pp. 173-180
SEEP, pp. 165-172

2. Establish elementary subject centers similar to the APEX centers, to provide curriculum not available in the individual schools and to offer an opportunity for interaction with students of different ethnic and socioeconomic backgrounds.

Elementary Subject Centers
Outline p. 11

3. Establish high school institutes which will offer seniors exposure to possible future professions, to successful people in the profession, and to other students from different backgrounds who share an interest in the profession. Two institutes are proposed for immediate implementation: The Los Angeles Junior Chamber of Commerce has planned an institute in which students will gain first-hand information about the business community; System Development Corporation of Santa Monica has proposed an advanced technology institute to introduce students to computer technology. The institutes will serve as models for an alternative educational process.

High School Institutes
Outlines, pp. 21,23

JCC proposal concept, pp. 131-138

Complete JCC proposal, Appendix C

SDC proposal concept, pp. 121-129

Complete SDC proposal, Appendix B

Reference to main document

4. Choose prototype schools for a total multicultural education effort, to test the effectiveness of focusing the whole plan on single groups of students, teachers, and parents.

Prototype Schools
Outline, p. 27

Proposal,
pp. 181-186

Instruction and Curriculum

5. Using the assistance of school and community representatives from as many ethnic groups as possible, create a calendar of holidays and anniversaries of famous people and significant events. Distribute the calendar to all classrooms in the District.

Cultural Calendar
Outline, p. 29

6. Survey District staff to identify personnel involved in multicultural education activities. Upon identification of personnel and activities, make provisions for 1) compiling appropriate concepts and materials; 2) preparation and formatting of materials for dissemination; and 3) disseminating materials Districtwide.

Multicultural Curriculum Compilation and Dissemination
Outline, p. 31

Proposal,
pp. 257-261

7. Create mobile resource units which will provide "on the spot" supportive multicultural activities and services such as circulating materials to schools and communities, maintaining a bank of source materials and exhibits, providing inservice workshops for staff and community, etc.

Mobile Resource Unit
Outline, p. 33

8. Develop procedures and identify resources for creating "custom made" teaching materials for use in multicultural education.

Multicultural Teaching Materials and Curriculum
Outline, p. 35

Support Services

	Reference to main document
9. Develop a resource file to include names and information about skills and talents of District and community people interested in multicultural education. Information from this file will be available to persons requiring the names of people with specialized skills (speakers, curriculum specialists, consultants in multicultural education, etc.)	Human Resource File Outline, p. 37 Proposal, pp. 199-211
10. Create a system for evaluating and recommending the acquisition of non-print instructional materials concerned with multicultural education. Also, develop catalogs of multicultural-education-oriented materials owned by the District for distribution at different educational levels.	Non-print Instructional Materials Outline, p. 39
11. Develop a plan for creating and using ad hoc problem-solving teams to resolve racial and cultural conflicts that arise in schools. The staff of each team will be composed of appropriate specialists (both District staff and community people, as identified by the Human Resource File).	Problem-Solving Teams Outline, p. 41
12. Solicit multicultural program concept papers and existing non-funded multicultural proposals. A proposal coordinating unit will prepare selected program ideas in proposal format for presentation to funding sources, and will maintain active contact with potential sources of government and private funds for multicultural education.	Proposal Clearinghouse Outline, p. 43 Prospectus, pp. 213-217
13. Create an Information Resource Center which will collect, catalog, retrieve, and disseminate research and curriculum	Information Resource Center Outline, p. 45

Reference to main document

materials relating to multicultural education.

Services provided will include:

Proposal, pp. 187-197

a) Bibliographic searches on individual request
b) Special bibliographies prepared in subject areas of wide interest
c) Review of research in areas of concern
d) Collection of multicultural curriculum resources (See item 6)
e) Reference file of persons interested in multicultural education (See item 9)
f) Research support for all proposed multicultural education projects

14. Develop transportation plans to meet expanded multicultural education program needs in a cost-effective manner.

Transportation Study Outline, p. 47

Business, Professional, and Community Groups

15. Develop a mechanism to coordinate the efforts of the multiple advisory councils and parent groups that support and participate in the District's activities. Incorporate the needs of all these groups into a common set of guidelines, to avoid duplication of effort and a lack of concerted action.

Community Involvement Plan Outline, p. 49

Proposal p. 251-255

16. Organize Community Study Groups to study and evaluate existing District programs that lend themselves to multicultural education. The Study Groups will be composed of administrators, teachers, students, and community members representing the total District population, and will be formed on an ad hoc basis to evaluate specific programs.

Community Study Groups Outline, p. 51

Proposal,pp. 219-249

17. Explore methods of communication between school and home that bridge cultural gaps.

Home-School Communication Plan Outline, p. 53

18. After identifying outside factors and their effect through the Delphi Study (see Research section, item 33 following),

Outside Factors Collaboration Outline, p. 55

	Reference to main document
Call together those persons outside the District who are most closely related to the factors. Form a joint powers collaboration to design mutually-agreed-upon activities for increasing positive factors and decreasing negative factors.	
19. Hold parent intergroup education classes in all schools, elementary to secondary, to acquaint parents with the diversity of cultures in their own neighborhoods and in the city, and to allow for positive interaction.	Parent Intergroup Education Outline, p. 57
20. Design a rumor control system to correct misinformation regarding District activities in new programs.	Rumor Control Plan Outline, p. 59
Personnel and Training	
21. Develop guidelines for affirmative action practices in personnel hiring, assignment, and deployment. Encourage inter-area staff transfers to meet multicultural education goals and objectives.	Personnel Policy and Deployment Outline, p. 61
22. Develop a coordinated plan for pre-service and inservice staff training in the philosophy objectives, methodology, and curriculum necessary to implement multicultural education.	Staff Development Outline, p. 63
23. Create a voluntary teacher exchange program whereby teachers throughout the District will be able to temporarily exchange parallel teaching assignments. This exchange will give teachers classroom experience with students of ethnic backgrounds with which the teachers have had little or no contact.	Teacher Exchange Plan Outline, p. 65

Reference to main document

24. Enlist the support and cooperation of teacher training institutions to identify and coordinate teacher preparation procedures for meeting District and State Department of Education multicultural education requirements.

Teacher Preparation
(University)
Outline, p. 67

Management

25. Design a plan and a set of procedures whereby a local school-community group can assess the school's needs as related to multicultural education criteria.

Assessment of
School Needs
Outline, p. 69

26. Coordinate present and future curriculum development to insure that District curriculum addresses the multicultural nature of the population it serves.

Curriculum
Coordination
Outline, p. 71

27. Develop a set of manual and/or automated procedures which could be used to plan realistic and efficient use of Office of Multicultural Education funds, and to account for use of those funds.

Fiscal Information
Plan
Outline, p. 73

28. Establish procedures to provide for monitoring, evaluating, managing, and correcting the ongoing multicultural education plan.

Program Evaluation
and Correction
Outline, p. 75

29. Plan a survey of all District employees to discover attributes which might be useful in multicultural education programs or curriculum design. Develop an automated retrieval and dissemination system to provide access to the information collected.

Staff Information
Retrieval Plan
Outline, p. 77

Policies

	Reference to main document
30. Develop a mechanism which will enable the Office of Multicultural Education and Area Superintendents to meet periodically to coordinate and evaluate progress being made regarding multicultural education.	District Staff Multicultural Education Coordinating Council Outline, p. 79
31. Conduct a study to determine whether existing District policies are compatible with current legislative requirements related to multicultural education goals and objectives.	Policy Compatibility Study Outline, p. 81
32. Plan and commission a study to investigate the effects of different school organizational patterns or racial isolation in various areas of LAUSD. If the study indicates that these patterns contribute to racial isolation, new and different structures (e.g., Princeton Plan, paired schools, single grade schools) may be required.	School Organization Plan Outline, p. 83

Statistics and Other Research

33. In conjunction with System Development Corporation of Santa Monica, design a Delphi study which will systematically obtain the judgment of informed persons on the impact of a full range of outside factors on academic achievement in the Los Angeles Unified School District. Upon identification of said factors, design a plan to develop a mechanism whereby intervention strategies can be instituted. (See item 18.)	Delphi Study of Outside Factors Outline, p. 85 Prospectus, pp. 272-295
34. To implement school integration plans, obtain a demographic forecast including detailed projections of ethnic populations, housing patterns, and other related factors.	Demographic Forecast Outline, p. 87

Reference to main document

35. Extend present racial and ethnic survey to include a breakdown by grade level (as required by Sections 5002 and 5003 of the State Education Code.)

Racial and Ethnic Survey
Outline, p. 93

36. Conduct an impact survey to determine the number of schools offering multicultural education programs and the level of participation. The survey will provide statistical data requested in State and Federal guidelines relating to multicultural education, desegregation, and integration.

Impact Survey
Outline, p. 89

37. Develop guidelines for reporting attendance of students involved in multicultural education programs which require other than traditional attendance patterns (for example, APEX and High School Institutes.)

Pupil Statistics and Reporting
Outline, p. 91

38. Periodically review attendance boundaries and realign them when necessary to prevent and eliminate racial isolation.

School Attendance Boundaries
Outline, p. 95

39. Identify existing information on school plant planning and plant under-utilization. Determine if this information is usable for multicultural education purposes. If it is not, develop a plan for rectifying the situation.

School Facilities Plan
Outline, p. 97

Information

40. Design a plan to disseminate information pertinent to multicultural education both within the District and externally, using existing District information outlets.

Information Dissemination Module
Outline, p. 99

****

Each activity is distinct, but is related to other activities and dependent on them. Implementing the whole plan will involve

Reference to main document

participation by all segments of the District staff and many members of the community. The outlines suggest some of the agencies that may participate in planning and implementing each activity. However, the agency lists are not by any means complete and exclusive. To be successful in providing multicultural education, the District will need comprehension of the plan and cooperation in implementing it on the part of all staff members.

Management Plan, Part D, pp. 297-315

Obviously, management and coordination of all the suggested activities is necessary. The Framework includes management planning and a suggested time schedule for each phase of the activities--writing a prospectus, seeking funding, defining the activity after funding is obtained, assigning and training staff, implementing the activity, and assessing the results.

The ultimate goal is that each of the activities be integrated into District operations. The measure of success of the Framework will be when multicultural education is no longer a separate consideration, but a part of all District activity.